Module Sign-up Brochure 2025-26

Q1R4: Linguistics with Spanish

Year Abroad 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.elll@newcastle.ac.uk.

2. Sign up Online: Wednesday 30th 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 **12th May at 8:00pm**.
- Further guidance and screenshots are available here: https://www.ncl.ac.uk/students/student-portal/.

FAQs

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

How long will module selection take?
A few minutes.

What if I suffer technical problems?
Please don't panic. You can call IT on 0191 208 5559 to log the issue. Alternatively, you can email elll@ncl.ac.uk and we will try to assist you.

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

I need further advice and guidance. Who should I ask?
If your question is in regard to a specific module, please contact the module leader listed in the module descriptions, via email. If the module leader is to be confirmed (TBC), the head of subject is listed and will also be able to answer your questions. If you don't understand your programme regulations please contact your Degree Programme Director (DPD): Daniel.Duncan@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 Niamh Kelly (niamh.kelly@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
Independent Work **Pick 1**	SEL3326	Extended Study 1: Linguistics and English Language	20	20	
	SEL3327	Extended Study 2: Linguistics and English Language	20		20
	SML4099	Dissertation/T&I project	20	10	10
Spanish **Pick 1**	SPA4086	Spanish: Language for Professional & Academic Purposes	20	10	10
	SPA4087	Spanish: Translation & Interpreting	20	10	10
	SEL3413	Language and Ageing	20	20	
	SEL3430	Advanced Second Language Acquisition	20		20
	SEL3431	Laboratory Phonology	20		20
	SEL3441	Medieval and Early Modern Meaning: English Historical Semantics	20		20
	SEL3448	Current Issues in Linguistics	20	20	
	SEL3454	New Words in English	20	20	
Additional Options (if not already studied at Stage 2) **Pick 0 or 1**	SEL2000	Phonological Theory	20	20	
	SEL2089	Syntactic Theory	20	20	
	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: Text, Patterns and Varieties	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2235	CHiLD: Current Hypotheses in Language Development	20		20
	SEL2237	Introduction to Second Language Learning and Teaching	20	20	
	SEL2239	Experimental Practicum	20		20
	SEL2441	Philosophy of Linguistics	20		20
Spanish Modules ***Pick up to 20 credits***	HSS3110	Outside Dummy Module: 10 credits in semester 1*	10	10	
	HSS3210	Outside Dummy Module: 10 credits in semester 2*	10		10
	HSS3120	Outside Dummy Module: 20 credits in semester 1*	20	20	
	HSS3220	Outside Dummy Module: 20 credits in semester 2*	20		20
		TOTAL			

**Students may replace one of the Optional Language/Linguistics modules with a Stage 4 module with an SPA or LAS code offered by the School of Modern Languages. Students will need to complete a module change form at the beginning of Semester 1 in October 2025 to change your HSS code into your chosen SML module.*

Spanish Modules to Consider

Code	Module Title	Total Credits	Sem 1	Sem 2
SPA4005	Cultura Popular en España y Cuba	20	20	
SPA4002	Catalan II	20	10	10
LAS4007	Latin American Art: Indigenous Contemporary Art and Activism	20		20
LAS4001	Inter-American Relations from the Spanish-American War (1898) to the end of the Cold War (1989/1991)	20		20
LAS4005	Language Endangerment and Revitalisation in Latin America	20	20	
LAS4010	Cultura y Política en Colombia	20		20

Module Descriptions

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

SEL3326/7: Extended Study: Linguistics and English Language

Module Leader: Dr Heike Pichler

Semester 1 or 2, 20 credits
No pre-requisites

This module aims to allow students to develop in depth a topic which may draw on but also extend material studied in one (or more) of their English Language and Linguistics modules. To foster independent thinking and develop research skills in critical thinking, writing and presentation. These aims will be achieved by students doing independent research in an English language/linguistics topic, and writing up their results in an extended essay (5000 words). In this, they will be helped by a supervisor, i.e. a member of staff with relevant expertise in the general topic area that the student is working in.

Component	When Set	%	Comment
Essay	End	100	5000 words

SML4099 – Dissertation/T&I Project

Module Leader: Dr Damien Hall

Semesters 1 & 2, 20 credits total
No pre-requisites

This module aims to allow students to undertake independent research into a specialised area with individual supervision. Students may choose an appropriate topic with guidance from the module leader or supervisor. The area studied should normally fit in with the areas of expertise amongst SML staff, including European, Latin American and Chinese and Japanese film, literature, history and linguistics. Exceptionally in some years, if the topic dictates it, members of academic staff outside SML can supervise dissertations. The chosen topic should be within a broad area which the student has studied previously. There will be four workshops led by the module leader within which students will learn and develop research skills and present their own research. Each student will receive at least four hours of individual supervision (up to a maximum of six where necessary). This module is particularly appropriate for students considering postgraduate study.

Component	When Set	%	Comment
Written exercise	Mid (sem 1)	Formative	Dissertation proposal: 250-500 words, to be accepted by supervisor by the end of Induction week
Written exercise	Mid (sem 1)	20	Dissertation Plan (800 words)
Dissertation	End (sem 2)	80	6000-word dissertation

SPA4086 – Level D (HE Further Advanced) Spanish: Language for Professional & Academic Purposes

Module Leader: Ms Marian Hernandez-Villada

Semesters 1 & 2, 20 credits total

Pre-requisites: Students are expected to have successfully completed **SPA2061 or equivalent** to enrol on this module.
This module aims to:

- build on language skills gained at stages 1, 2 and 3
- provide students with an in-depth knowledge of the Spanish language and with the ability to use it at a high level of proficiency in professional and academic environments.
- prepare students for postgraduate study in areas that make extensive and intensive use of the target language
- focus on further developing students' oral, aural and written competence in the foreign language gained at stages 2 and 3, with a focus on the professional and academic world.

Component	When?	%	Comment
Oral presentation	Mid (sem 1)	Formative	This oral presentation will help students prepare for the spoken examination at the end of semester 1
Written exercise	Mid (sem 2)	Formative	This written exercise will help students prepare for the written examination after semester 2
Oral exam	End (sem 2)	40	This oral exam will test students' ability to speak in the target language in a professional context and engage in a professional discussion.
Written exam	End (sem 2)	60	This written exam will test students' ability to write in the target language.

SPA4087 – Level D (HE Further Advanced) Spanish: Translation & Interpreting

Module Leader: Dr Lia Cacheiro Quintas

Semesters 1 & 2, 20 credits total
Pre-requisites: students are expected to have successfully completed **SPA2061 or equivalent** to enrol on this module.
The module aims to:

- build on language skills gained at Stages 1, 2 and 3
- provide students with an in-depth knowledge of the Spanish language and with the ability to use it at a high level of proficiency in professional, academic and social environments
- prepare students for postgraduate study in areas that make extensive and intensive use of the target language
- develop students' translation skills (into English) and interpreting skills (into and from Spanish), to an advanced level of competence

Component	When Set	%	Comment
Oral exam	Mid (sem 1)	Formative	Mock interpreting exam at the end of Semester 1
Written exercise	Mid (sem 2)	Formative	PC translation mock examination. Translation into English (of 250-300 words)
Written exercise	Mid (sem 2)	Formative	Mock examination – translation into Spanish
Oral exam	End (sem 2)	40	Oral Examination - Interpreting
Digital exam	End (sem 2)	30	Translation into English (of 250-300 words). PC on-campus exam. 60 minutes computer exam with 5 additional minutes to upload the completed examination onto Canvas
Digital exam	End (sem 2)	30	Translation into Spanish (maximum 250 words).

SEL3413: Language and Ageing

Module Leader: Dr Heike Pichler

Semester 1, 20 credits

Pre-requisites: SEL1032 - Students who did not take SEL2091 Stage 2 are strongly advised to consult the module leader before registering for this module.

Incoming exchange students need a good foundation variationist sociolinguistics (esp. in terms of fieldwork methods & data analysis).

This advanced module in sociolinguistics takes a multi-disciplinary approach to examining patterns of language variation and change in later life. It teaches students the key methodological challenges and theoretical imperatives for studying the language use of older adults, and explores with them how insights from gerontology, geriatrics and cognitive psychology can enrich our understanding of the mechanisms underpinning language variation and change in older adults. Students will learn to apply the following to the analysis and interpretation of vernacular speech data from older adults: advanced methodological tools from variationist sociolinguistics; ongoing discoveries about language and ageing from across the language sciences; and multi-disciplinary insights into the complexity of age and ageing from the health and social sciences. Students will also participate in reciprocal intergenerational learning activities with older community members, which will enhance their intergenerational communication skills and support their development as socially responsive and responsible citizens in age-friendly communities. These activities will also ensure that students' findings from their project work reach a wider audience of non-linguists.

Component	When Set	%	Comment
Research paper	Mid	75	2750-word essay reporting results of data analysis exercise
Report	End	25	500-word report (prepared as a group or, where appropriate, individually)
Written exercise	Mid	Formative	500-word research paper outline or abstract

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SEL3430: Advanced Second Language Acquisition

Module Leader: Dr Sujeewa Hettiarachchi

Semester 2, 20 credits

Pre-requisites: SEL1027 & SEL2237

This module will advance students' understanding of different aspects and theories of Second Language Acquisition (SLA). It will explore how different acquisition contexts (e.g. classroom learning vs. community acquisition), different external factors (e.g. cognitive, psychological, social), and different literacy levels affect second language development. It will also examine how universals and first-language transfer affect second language acquisition across different linguistic domains (morpho-syntax, phonology, lexicon). Students will acquire advanced knowledge of SLA theories and develop advanced skills in analysing second language data.

Component	When Set	%	Comment
Essay	Mid	30	1500 words
Essay	End	70	2500 words
Report	Mid	Formative	500-word report on an aspect of SLA

SEL3431: Laboratory Phonology

Module Leader: Dr Rory Turnbull

Semester 2, 20 credits

Pre-requisites: SEL1027 & SEL2000

This module aims to develop students' research skills by bringing together phonological theory and experimental techniques. The module will cover skills related to reading literature in Laboratory Phonology, becoming familiar with experimental techniques in the field, and designing experiments.

This course examines the relationship between phonological theory and experiments. The specific topics covered will vary from year to year. The topics covered may include one or more of the following: intonation and prosody, phonation, speech perception, typological patterns in phonology, computational linguistics, statistical techniques, among others. A detailed schedule will be provided at the start of the module.

Component	When Set	%	Comment
Research paper	End	75	2500-3000 words
Lab report	Mid	25	1000 words

SEL3441: Medieval and Early Modern Meaning: English Historical Semantics

Module Leader: Dr Adam Mearns

Semester 2, 20 credits
Pre-requisites: SEL1028

This module gives you the chance to explore a fundamental aspect in the history of the English language: the meanings of words and the ways in which they have changed across the centuries, from Old English (c.500-1100 AD), through Middle English (c.1100-1500), and into Early Modern English (c.1500-1750). We will examine both the evolving meanings of individual words and the crucial issue of how groups of related words work together in lexical and semantic fields, with changes in individual terms often having much wider implications for the way in which certain areas of life and human experience were conceived, discussed, and represented in the literature of earlier periods. To add depth to our investigation of these issues, we will also consider the sociohistorical contexts and their impact, e.g. in terms of the way in which key events established channels for loanwords from other languages to enter, and change, the vocabulary of English. As well as helping you to develop a detailed understanding of the English lexicon in its historical context, this module provides an opportunity for you to enrich your understanding and skills in the wider study of language and linguistics in two key areas. First, it will introduce you to current frameworks that inform not only the study of English historical semantics, but of lexical semantics in general and linguistic features more broadly, encouraging you to make a critical evaluation of their strengths and weaknesses as you apply them to the study of medieval and early modern English words. Second, with the module's focus on empirical data, you will be further enhancing your general analytical skills and your familiarity in working with cutting-edge digital resources, in the form of the online dictionaries, thesauruses, databases, and corpora of historical English texts that will be at the heart of your research.

Component	When Set	%	Comment
Written exercise	Mid	20	750-word 'lexical sketch'
Essay	End	80	3000-word essay

SEL3448: Current Issues in Linguistics

Module Leader: Dr Gabriel Martinez Vera

Semester 1, 20 credits
Pre-requisites: SEL2230 or SEL2237

This module examines current debates and cutting-edge scholarly research in linguistics, focusing primarily on key research from the last 5-10 years. Each year this module covers a specialist topic spanning the subject area's world-

class research expertise in linguistic theory, language evolution, acquisition and development, and language variation and change. Primary literature in the chosen topic will be discussed at length, building critical thinking skills by concentrating on current state-of-the-art research in the field. Students will take an active role in leading the discussion, gaining key skills in presentation of complex research and an in-depth understanding of knowledge creation within the field. The core topic for academic year 2025-26 is Multilingualism.

Component	When Set	%	Comment
Portfolio	Mid	60	A portfolio including oral presentation about current primary research and written reflections regarding engagement with primary research, 1500-2000 words
Written exercise	End	40	Mock academic peer review exercise, 1000 words

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SEL3454: New Words in English

Module Leader: Dr William van der Wurff

Semester 1, 20 credits
Pre-requisites: SEL1027

The themes to be covered in the lectures (further discussed/applied in the small group classes) will include: data and methods of data collection, the structure of different types of new words, the issue of morphological productivity, issues in measuring lexical frequency, new lexis in recent English, and theoretical issues involved in the study of these topics. Special attention will be paid to practical issues arising in doing actual research on new words.

Component	When Set	%	Comment
Written examination	Mid	35	50-minute examination testing knowledge and understanding of methods and concepts of new-word analysis
Essay	End	65	Final essay, testing ability to collect and analyse data for the purpose of answering a research question

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SEL2000: Phonological Theory

Module Leader: Dr Rory Turnbull & Dr Niamh Kelly

Semester 1, 20 credits
Students may take up to one stage 2 module, students may not take the same module twice.
Pre-requisites: SEL1027

A course in intermediate phonology, this module builds on the foundations laid in SEL1027, introducing theoretical models of phonology. The aim is for students to investigate a number of phonological models, including both derivational and optimality theoretic, in order for them to come to an understanding of how evidence and argumentation are used in phonological theory building.

Component	When Set	%	Comment
Problem solving exercise	Mid	20	This will consist of a data analysis problem set
Essay	End	80	2000-word essay

SEL2089: Syntactic Theory

Module Leader: Dr Geoffrey Poole

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1028

Following on from SEL1028, this module provides a more comprehensive and deeper understanding of the syntax of natural language with modern English as the main object of study. Topics to be addressed may include phrase structure (X'-Theory), argument structure (theta-roles), Case, agreement, noun phrase structure, binding, various kinds of movement, architecture of grammar and syntactic variation. Not necessarily all of these are covered every year.

Component	When Set	%	Comment
Written exam	End	100	24 hr take-home exam (3000 words)
Written exercise	Mid	Formative	Portfolio of semi-weekly problem sets (pre and post seminar)

SEL2091: Sociolinguistics

Module Leader: Dr Daniel Duncan

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

No pre-requisites

This module builds on the knowledge of language variation & change and data analysis skills obtained in SEL1032 in order to develop a fuller understanding of sociolinguistics. It introduces this domain of linguistics from two perspectives:

- Microsociolinguistics, the study of language variation and change at the level of individuals, groups, and communities. With particular emphasis on the framework of variationist sociolinguistics, the module explores how linguistic variation is influenced by societal factors like social class and ethnicity.
- Macrosociolinguistics, the study of language at the societal level. With particular emphasis on the sociology of language, the module explores how society shapes broader linguistic outcomes like language maintenance or shift, language endangerment, and the development of pidgins and creoles.

This module refines data analysis skills by further developing quantitative reasoning skills. It adds basic inferential statistics to the analytical toolkit and explores how these are used to refine and test linguistic hypotheses.

Component	When Set	%	Comment
Reflective Log	Mid	20	Sociolinguistic interview and reflection, 500 words in total.
Portfolio	End	80	Quantitative and qualitative research write-up, 3000 words in total.
Problem Solving Exercises	Mid	Formative	N/A

SEL2212: Early English: Texts, Patterns and Varieties

Module Leader: Professor Karen Corrigan

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: Students must have completed **SEL1032** or have the permission of the module leader to enrol on this module. For incoming exchange students: basic introductory course(s) in linguistics.

Module aims:

- To develop students' competence in reading texts from a variety of periods in the history of English;
- To develop students' ability to analyse linguistic features of texts;
- To build on the knowledge and skills relating to language change gained in SEL1032 (Language Variation and Change);
- To enhance students' knowledge of the processes by which the English language has evolved into its present-day state;
- To develop competence in using dictionaries, historical corpora and other electronic resources.

Component	When Set	%	Comment
Essay	Mid	40	1500 words
Written Exercise	End	60	Section 1: Text Analysis. Section 2: Essay (c.2500 words total)

SEL2234: Pragmatic Theory

Module Leader: Dr Gabriel Martinez Vera

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1027 & SEL1028

This module concentrates on the study of meaning at the level of pragmatics, i.e., on how we create meaning from the linguistic expressions that we utter in context (e.g., in exchanges). It introduces foundational notions in pragmatics and provides tools to analyse phenomena in the field. It further discusses pragmatics and its relation to other domains of grammar and introduces different research methods to collect and annotate data.

Component	When Set	%	Comment
Written exercise	Mid	25	1000-word written exercise
Essay	End	75	2500-word essay

SEL2235: CHiLD Current Hypotheses in Language Development

Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1027 & SEL1028

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation - sounds and words and phrases and whole utterances and meanings - but within a given level, even simple forms can be derived from multiple interacting pieces of knowledge. Yet as speakers of any given language, we are often blissfully unaware of how much we need to know in order to be able to communicate with language.

One of the most striking things about language is that all typically-developing children learn their native language flawlessly, especially when compared to adults trying to accomplish the same task. This is true despite adults' superior cognitive skills. Children of the world seem somehow suited for language acquisition in a way that adult humans - and other animals - are not.

In this module, we survey the broad topic of language acquisition, focusing not only on children's developmental trajectory, but also on what knowledge of language is, how language acquisition relates to cognition in general, and acquisition of language by speakers with sensory or cognitive deficits.

Component	When Set	%	Comment
Written exam	Mid	60	In-person exam to objectively test student understanding of foundational notions and empirical discoveries in Child Language Acquisition
Written exercise	End	40	Abstracts written exercise: Students will write two conference-level abstracts distilling two linguistic studies reporting on child language acquisition. 1000 words or equivalent
Written exercise	End	75	3000-word research project

SEL2237: Introduction to Second Language Learning and Teaching

Module Leader: Dr Sujeewa Hettiarachchi

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1027

This module introduces students to the fundamental theories and practices involved in learning and teaching second languages. It explores the relationship between key concepts in second language acquisition (SLA) and the dominant approaches and methods in English language teaching (ELT), situating them within their theoretical and historical contexts. By engaging with both learning and teaching perspectives, this module equips students with the knowledge and skills to critically evaluate SLA theories and teaching methodologies, preparing them for advanced academic and professional roles in language education.

Component	When Set	%	Comment
Problem solving exercise	Mid	50	2000-word problem-solving exercise
Essay	End	50	2000-word essay

SEL2239: Experimental Practicum

Module Leader: Dr Rebecca Woods and Dr Emma Nguyen

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

The job of a linguist is to scientifically study language in order to capture and explain patterns of linguistic structures and language usage. In order to do this, a linguist makes use of certain tools in their toolbox. The aim of the Practicum module is to provide students with practical research experience and skills while working under the supervision of an established researcher. Additionally, students would be introduced to the methodologies and approaches to data analysis used in formal linguistic investigations of language acquisition.

Students will gain hands-on research experience by being able to contribute to at least one of the following elements of the research process:

- Information gathering, including systematic literature searches and evidence synthesis

- Aspects of data collection, including building studies to be run in the Linguistics Lab and/or Science Adventures and/or on data collection platforms

- Data manipulation, including data screening and cleaning, data entry/ transcription/coding, and data analysis

Whereas a course on language acquisition and development (e.g. SEL2235 and SEL3438) may focus on the process of development and what it means to become a speaker of a language, this course focuses specifically on how we experimentally investigate acquisition and the competence of language learners through carefully designed linguistic experiments and the practical application of this knowledge.

Component	When Set	%	Comment
Oral presentation	Mid	30	Present in person a 10-minute small group presentation for a proposed CLA experiment with 5 minutes for questions
Reflective log	End	70	A structured research diary completed throughout the semester

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SEL2441: Philosophy of Linguistics

Module Leader: Dr Geoff Poole

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1028

The first part of the module (prior to the Easter break) considers two fundamental and interrelated philosophical questions about language: (1) What is it, really? and (2) How do we (or should we) study it? It examines a number of different approaches, particularly as they were developed during the course of the 20th century: language as a physical object, language as behavior, language as a property of communities, and language as a property of mind.

The post-Easter weeks will apply the pre-Easter foundational/philosophical discussion to various past and present controversies in language and linguistics (e.g., linguistic determinism (aka the Sapir-Whorf Hypothesis), whether generative AI systems actually do (or even could) 'have language' (or 'be intelligent'), and linguistic issues connected to class, gender, and disability).

Component	When Set	%	Comment
Essay	Mid	75	2500-word essay
Written exercise	End	25	1000-word blog entry
Essay	Mid	Formative	500-word formative essay

SPA4002: Catalan II

Module Leader: Dr Josep Cru

Semester 1&2, 20 credits

Pre-requisites: SPA2021

In consonance with the overall aim of the degrees offered in the SML, this module will focus on consolidating students' competence in Catalan (including fluency, grammatical and lexical accuracy and range; register and pronunciation). It will reinforce students' grammatical and lexical knowledge of the language and contribute to students' broad-based knowledge of aspects of the history, politics, society and culture of Catalan speaking territories, focusing on contemporary issues in the region. The module also aims to prepare students for more specialist study in Hispanic Studies.

Component	When Set	%	Comment
Oral exam	Mid (sem 2)	30	Consisting of a role play followed by a conversation in Catalan
Written exam	End (sem 2)	70	Assessing grammar, vocabulary, reading and writing

Oral exam	Mid (sem 1)	Formative	Mock exams
Written exercise	Mid (sem 2)	Formative	Mock exams

SPA4005: Cultura Popular en España y Cuba

Module Leader: Dr Jorge Catala-Carrasco

Semester 1, 20 credits
No pre-requisites

This module problematizes popular culture manifestations in Spain and Cuba. Drawing primarily on cultural history and cultural studies, the module will examine different variations and uses of popular culture manifestations in Spain and Cuba that inform about the problematic assumptions surrounding what is commonly considered popular culture. Students will be able, through a comparative focus and specific case studies, to contextualize both countries through the 20th and 21st centuries, and to engage in critical discussions about related areas of study such as, popular culture and mass culture, popular culture and propaganda, representations of gender roles through popular culture, censorship, popular culture and the 2008 economic crisis. Using graphic narrative, films, videos, songs and posters as main forms of cultural production, the students will not only gain deeper knowledge of both countries studied but also a thorough understanding of concepts like the collective and the individual, gender and class. The module is taught entirely in Spanish and students may use English or Spanish in class discussions.

Component	When Set	%	Comment
Creative project	End	30	Students will work in small groups to design a cartonera publication. Students will also upload 1,000 individual reflective logs in Spanish about their creative and learning experience
Essay	Mid	70	2500 words

LAS4005: Language Endangerment and Revitalisation in Latin America

Module Leader: Dr Josep Cru

Semester 1, 20 credits
No pre-requisites

Using a combination of sociolinguistic and anthropological approaches, the module examines cultural diversity in contemporary Latin America with special focus on the role of language. We explore multilingualism as a cultural and social phenomenon, as it affects the lives of individuals, on the one hand, and the relationship between State and society, on the other hand. Contact between Spanish and Portuguese and Amerindian languages (eg.Quechua, Aymara, Guaraní, Nahuatl) arising in colonial and postcolonial settings, produces hybrid forms of language that express mixed cultural identities and history. Furthermore, indigenous movements, non-governmental organisations, and government ministries, all have a stake in how multilingualism is managed: language policy underpins political agendas and education programmes, for example. Pulling these perspectives together, we note that people's attitudes towards language and identity at the grassroots, and state-led strategies for managing multilingualism, are often at odds. Theories of the relationship between language, identity, culture, politics, and society, will be related to Latin American cases of language contact, co-existence and conflict.

Component	When Set	%	Comment
Written examination	Mid	50	90 minute in class assessment: critical commentary on a set text
Essay	End	50	Essay of 1750 words

LAS4007: Latin American Art: Indigenous Contemporary American Art and Activism

Module Leader: Dr Giuliana Borea

Semester 2, 20 credits
No pre-requisites

'Latin American Art and Theory' will explore the work and trajectories of Latin American artists and the art theories and knowledges produced in the region with a focus on the 20th and 21st century. The module will be divided in three interrelated sections. The first part will have a historical, theoretical and conceptual approach to Latin American art and its circuits, institutions and categories; and to different epistemologies of art in the region. The second part will focus on a specific topic. It will look at how Latin American artists have approached to this issue and contribute to its understanding – e.g. place; environment; citizenship; materiality. This section will include analysis of art works and artists' trajectories, and the student will have the possibility to listen and interact with invited Latin American artists, curators and other art stakeholders. The selected topic will change every year or two years. The third part of the module will introduce the student in the curatorial activity through organising together an exhibition project based on the topic of section two. Students will be encouraged to visit exhibitions in the city as we explore curatorship as a research methodology and a practice of social engagement.

The module will be delivered in English, and will draw on art historical, anthropological, sociological, philosophical, and curatorial texts. It will include the analysis of visual art practices from a wide range of media and conversations with guest speakers. The module seeks to foster connections amongst HaSS schools which focus on art and Latin America, and with Newcastle art circuit.

Component	When Set	%	Comment
Design/creative project	Mid	40	Group project based on an online exhibition
Essay	Mid	60	2200-word essay in English
Reflective log	Mid	Formative	Four reflective responses submitted before each of the first four seminars

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LAS4010 : Cultura y Política en Colombia

Module Leader: Dr Nick Morgan

Semester 2, 20 credits
No pre-requisites

In keeping with the overall aims of the degrees offered in the SML, the purpose of this course is to introduce students to the key issues in cultural politics in Colombia today. It will allow students to apply the critical skills acquired at stages one and two, plus the linguistic competence gained during the year abroad, to the study of the target culture. As they develop their analytical capacities, students will also gain a deeper understanding of Colombia's complex socio-cultural environment.

Constructed around the three main themes of race, class and gender, this module provides an in-depth introduction to cultural politics in Colombia. Students will study different forms of cultural production, ranging from telenovelas to reggaeton and from journalism to literature. In the process, they will gain insights into the complex socio-cultural mosaic that is Colombia today.

Component	When Set	%	Comment
Written exam	Mid	30	24-hour take home exam in Spanish, showing grasp of concepts and their application with regard to a specific cultural product
Essay	End	70	2500-word essay in English

Essay	Mid	Formative	Worksheet requiring short answers on key concepts