

# Module Sign-up Brochure 2026-27

## 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.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) William van der Wurff ([w.a.m.van-der-wurff@newcastle.ac.uk](mailto:w.a.m.van-der-wurff@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 Geoff Poole ([geoffrey.poole@newcastle.ac.uk](mailto:geoffrey.poole@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
<b>Example</b>	SEL1234	Example Module Title	20	20	
<i>Spanish</i> <b>Pick 1</b>	SPA4086	Spanish for Professional and Academic Purpose	20	10	10
	SPA4087	Spanish Translation and Interpreting	20	10	10
<i>Independent Work</i> <b>Pick 1</b>	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
<i>Stage 3 Language and Linguistics Modules</i> <b>Pick 2,3 or 4</b>	SEL3056	Language in the City	20		20
	SEL3413	Language and Ageing	20	20	
	SEL3430	Advanced Second Language Acquisition	20		20
	SEL3438	From Input to Output: The Blackbox of Child Language Acquisition	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	
<i>Stage 2 Language and Linguistics Modules</i> <b>Pick 0 or 1</b>	SEL3460	Multilingualism	20	20	
	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: Texts, Patterns and Varieties	20		20
	SEL2219	Monsters, Miracles & Misery	20	20	
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2235	CHiLD: Current Hypotheses in Language Development	20	20	
<i>Spanish Modules</i> <b>Pick 0 or 1</b>	SEL2236	Prosody and Intonation	20		20
	SEL2441	Philosophy of Linguistics	20		20
	SPA4005	Cultura Popular en España y Cuba	20	20	
	SPA4007	Spanish and Romance word Analysis	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	
	LAS4007	Latin American Art	20	20	
	LAS4010	Cultura y Política en Colombia	20		20
LAS4032	Caribbean Imaginaries: Image, Text, Music	20	20		
SML4008	Memory and Storytelling across Borders	20	20		
<b>TOTAL</b>					



# Module Descriptions

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

## 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).

## SEL3326/7: Extended Study: Linguistics and English Language

Module Leader: Professor Michelle Sheehan

**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, translation or interpretation studies 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.

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

## SEL3056: Language in the City

Module Leader: Dr Dan Duncan

Semester 2, 20 credits

Pre-requisites: SEL2091

The module aims to:

- Examine the role of demographics, development, and public policy in driving language variation and change in metropolitan areas
- Introduce advanced terms, concepts and premises underlying sociolinguistic research, with particular respect to the variationist paradigm
- Give a broad understanding of sociolinguistic fieldwork techniques
- Apply the terminological distinctions, principles, methods and concepts used within these sub-disciplines to actual and novel case studies that explore the inter-relationships between language and society.
- Further explore specific topics at the community and national level.

Component	When Set	%	Comment
Reflective log	Mid	33	Reflective photojournal, 1000 words
Essay	End	65	2500 words
Professional skill assessment	Mid	2	Submission of DECTE access form

## SEL3413: Language and Ageing

Module Leader: TBC

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)

## 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-word Literature Review
Portfolio	End	70	2500 -word L2 Research Portfolio
Report	Mid	Formative	500-word report on an aspect of SLA

## SEL3438: From Input to Output: The Blackbox of Child Language Acquisition

Module Leader: Dr Emma Nguyen

Semester 2, 20 credits

Pre-requisites: SEL2235

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation – of sounds and words and phrases and whole utterances - 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 through language.

Nonetheless, this is precisely the knowledge children must acquire. And their task is not simple. The patterns of knowledge can be difficult to discern from the available input and, to top it off, the data children learn from is often

ambiguous and full of exceptions anyway. Yet despite all this, all typically-developing children learn their native language nearly effortlessly, generalizing from noisy input in very specific ways. The degree of proficiency attained by very young children in their native language is almost never achieved by adults who are far more cognitively developed. How is this possible?

In this class, we delve into the process of language acquisition, exploring the way in which infants and very young children unconsciously uncover the rich systematic knowledge of their native language and their capacity to deploy that knowledge. To put this knowledge into perspective, we pay additional attention to the target state of adults as it is understood from language processing. We focus on both experimental methods and computational studies that quantitatively investigate the manner and path of human language acquisition.

Component	When Set	%	Comment
Written exam	Mid	40	In-person exam to objectively test student understanding of foundational notions of learning strategies and empirical discoveries in language acquisition and processing.
Research proposal	End	60	Experimental Research Proposal: 2500 words (or equivalent) written exercise expanding upon a chosen topic in language acquisition and processing and detailing a proposed experiment.

## SEL3441: Medieval and Early Modern Meaning: English Historical Semantics

Module Leader: Dr Adam Mearns

Semester 1, 20 credits

Pre-requisites: SEL1028

*Students whose degree programme did not involve the pre-requisite module SEL1028 at Stage 1 will be able to take SEL3441 if they completed at least two of the other introductory Language/Linguistics modules at Stage 1: i.e. SEL1027 plus either SEL1008 or SEL1032.*

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: Professor Michelle Sheehan

Semester 2, 20 credits

Pre-requisites: SEL1028

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.

This module will cover current research and developments in an advanced topic in linguistics (for 26-27, The Language of Perception)

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	Research plan, 1000 words

## 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

## SEL3460: Multilingualism

Module Leader: Dr Niamh Kelly

Semester 1, 20 credits

No pre-requisites

This module examines current debates and cutting-edge scholarly research in Multilingualism, focusing primarily on key research from the last 10 years. This topic covers the acquisition and use of two or more languages throughout the lifespan of an individual. It considers how two or more languages are represented in one mind, how languages interact in use, and also considers issues around the role of languages in shaping identity and society.

Primary literature 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.

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

## SEL2091: Sociolinguistics

Module Leader: TBC

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: SEL1032**

Lecture material provides a chronological survey of English, examining the major features of Old English, Middle English, and Early and Late Modern English. It also explores special topics related to the socio-historical and linguistic context in the areas of standard languages, variation and language contact, with examples potentially drawn from Scots, Irish and American varieties, as well as English varieties. Small group classes focus on the detailed examination of the language in action, with an emphasis on the reading and analysis of texts which range across the centuries and across genres, including literary texts and personal letters.

Component	When Set	%	Comment
Essay	Mid	40	1500-word essay
Digital exam	End	60	Closed book examination

**SEL2219: Monsters, Misery & Miracles**

Module Leader: Dr Aditi Nafde

**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 introduces you to the poetry of the early middle ages in the original Old English, thereby giving you the opportunity to study the very beginnings of literature in the English language.

Old English poetry covers a wide range of genres, including wisdom literature, religious verse, heroic and elegiac poetry, and innuendo-laden riddles. From this range of material, we will explore literature that negotiates between the Germanic, heroic, Christian, and quotidian cultures that pervaded the age and were especially relevant to the North of England. As such, this module is uniquely placed to address topics of race, gender, and othering, which have a deep and sometimes troubling association with an English past.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	Close reading commentary

**SEL2229: Experimental Methods in Linguistics**

Module Leader: Dr Emma Nguyen

**Semester 2, 20 credits**

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

**Pre-requisites: SEL1027 & SEL1032**

Linguists face the dual challenge of trying to understand language as a set of behaviours and as a system of knowledge, and as such, linguists often base their descriptions and analyses on some combination of naturalistic observation and introspection. Various experimental methods are being employed to more rigorously test the accuracy of linguistic data and/or gather novel sorts of data.

The purpose of this class is to introduce students to influential experimental methodologies and approaches to data analysis used in formal linguistic investigations. We will engage hands on with some of these techniques, and students will learn about core aspects of experimental design, details of experimental techniques that have been used with language, and the types of conclusions that can be drawn from them. Students will gain experience constructing their own experiments, as well as analysing and interpreting experimental data.

Component	When Set	%	Comment
-----------	----------	---	---------

Practical/lab report	Mid	30	Data wrangling and analysis
Portfolio	End	70	A portfolio of written work. 2000 words or equivalent expanding upon a chosen linguistic topic and detailing a proposed novel experiment including stimuli design and discussion of anticipated data analysis.

## 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: 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

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

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, and how language acquisition relates to cognition in general.

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
------------------	-----	----	----------------------------

## SEL2236: It's not what you say, it's how you say it: Prosody and Intonation

Module Leader: Dr Niamh Kelly

Semester 2, 20 credits

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

Pre-requisites: SEL1027

This module provides an overview of the functions of prosody and intonation in English and other spoken languages. Students will develop an understanding of both the abstract theory and practical methods used in investigating this multifaceted aspect of spoken language.

Component	When Set	%	Comment
Written exercise	Mid	30	1200-word research project
Written exam	End	70	In-person paper examination to test knowledge of the foundational concepts of the module, including (among others) the phonetic, syntactic and semantic aspects of prosody.

## SEL2241: 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

## 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

## SPA4007: Spanish and Romance word analysis

Module Leader: Professor Ian MacKenzie

Semester 1, 20 credits

No pre-requisites

This module aims to explore how Spanish grew out of proto-Romance (late spoken Latin), by considering (i) the sound changes that have affected the vocabulary and (ii) the associated restructuring of the language's morphology. A comparative perspective will be adopted, enabling students to see how other Romance languages, such as French, Catalan or Italian, have taken different historical trajectories, having started from the same baseline.

Component	When Set	%	Comment
Written exam	Mid	30	In-class assessment (multiple choice)
Written exam	End	70	In-class assessment, mixed question types

## LAS4001: Inter-American Relations from the Spanish-American War (1898) to the end of the Cold War (1989/1991)

Module Leader: Professor Jens R Hentschke

Semester 2, 20 credits

No pre-requisites

You will learn about the continuities (constant reinterpretations of the Monroe doctrine) and discontinuities (shift from isolationism to internationalism) in U.S. policy towards Latin America and get an idea of the cyclical character of inter-American relations. Periods of 'realist' (or even imperialist) US foreign policies and those of Washington's benign neglect of Latin America have regularly replaced each other. The same applies to a U.S.-dominated Pan-Americanism and an integration of Latin American countries without or against, the U.S. (Latin Americanism).

Component	When Set	%	Comment
Written examination	Mid	30	In-class test on factual questions and an extract from a primary source
Written examination	End	70	Students answer 1 of 6 questions
Oral presentation	Mid	Formative	Students will give individual or group presentations on real exam/essay questions from previous years

## 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

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.

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
----------------	-----	-----------	--

## 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

## SML4008: Memory and Storytelling Across Borders

Module Leader: Dr Catherine Gilbert

**Semester 1, 20 credits**

**No pre-requisites**

This interdisciplinary module addresses contemporary issues of social and environmental injustice through the critical lens of Memory Studies. In this module, students will explore the ways in which memory and storytelling help us make sense of multilingual and transnational societies in the present. Its aim is to explore how our engagement with the memory of difficult and controversial pasts is key to understanding society's most pressing contemporary challenges and for imagining a more equitable and accountable future. Transnational in its approach, this module works comparatively across contexts, exploring dialogues between the locally specific and the global.

This module also connects with Newcastle University's external partners the International Coalition of Sites of Conscience (ICSC) and Creative Futures. As part of the module, we will explore the notion of conscience for different communities and memory sites. A partner member will contribute to the skills training for this module. Students will have a chance to learn directly from the partner about working in the NGO sector and working in a global network of sites of conscience.

Component	When Set	%	Comment
Portfolio	End	100	4000 words in total, 2 smaller pieces submitted during the semester and 1 larger piece submitted during the assessment period