ALLIANCE INTENSIVE STUDY PROGRAMME (AISP)
Warwick Virtual Exchange Module Booklet 2022

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1 ACHIEVING SUSTAINABILITY: POTENTIALS AND BARRIERS

Key dates

This module will take place 9 May - 3 June 2022.

Prep week: 9 - 13 May 2022
Teaching: 16 May - 3 June 2022
Final assessment deadline: week commencing 3 October 2022

Location

Online

Monash credit transfer information

Faculty: Arts
Year level: Third-year students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Discipline(s) for transfer: International Studies, International Relations

Faculty: Business
Year level: Third-year students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Academic advising notes: This unit can be transferred as an open elective or a Business/Commerce degree elective.

Module description

Sustainability is the most significant societal challenge of our age and it is therefore imperative that we all engage with this critical topic that occupies such a central role in our lives.

Earth is the only home we have. Its living systems, on which we depend, are being destroyed at an increasing rate by human activity. Finding how we can exist sustainably within those systems is what this module is about. It is not merely an academic topic, but an urgent matter that requires making personal and collective decisions about how we live.

Module aims

The aim of this module is to explore sustainability and sustainable development from a variety of cross-disciplinary perspectives through a holistic and systemic approach. The module therefore focuses on the three main pillars of sustainable development (economic, environmental, social) as well as good governance as a necessary fourth pillar, and the interactions between them. In so doing, the module also aims to provide students with a variety of sources of knowledge that will allow them to make connections between their own experiences and the theme of sustainability.

Other aims:
- To make students aware of the urgent issues around sustainability, sustainable development and how they are relevant to their own study area
- To facilitate conversations between students and teachers in different subject areas, on the key topics of sustainable development.

- To approach sustainability from a variety of perspectives, in order to encourage students to develop their own views and critique by examining how 'sustainability' is used in different ways in different disciplines and contexts
- To make students aware of work outside their own subjects that may be relevant to what they study in their own degrees

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will introduce the UN Sustainable Development Goals (SDGs) as well as critiques of the SDGs. It will provide an overview of the three main pillars of sustainability - economic, social, and environmental - and will explore good governance as a necessary fourth pillar, focusing on the role of the state in development, from the early state-led models of development to the post-Washington Consensus landscape, multilevel governance and more place-based approaches to governance. The module will also address the problem of defining what is actually meant by 'sustainability' and the challenges in achieving it, from a range of interdisciplinary perspectives.

The module will be taught so as to be accessible to undergraduates from all faculties. Students will not require detailed scientific, mathematical or social science skills or background.

Indicative content:
- Week 1: What is sustainability?; The Sustainable Development Goals; Unsustainability: some causes and possible cures; The Economic Pillar of Sustainable Development
- Week 2: The Environmental Pillar of Sustainable Development; The Social Pillar of Sustainable Development; Good Governance as a necessary fourth pillar of Sustainable Development
- There will also be a tutorial on reflective writing in week 2 to help students prepare their first piece of assessment. At the start of week 3, students will have one to one supervision meetings with the module convenor to discuss their essay plans

Learning outcomes

By the end of the module, students should be able to:
- Apply key concepts related to the theme of sustainability and understand the interconnections between the different pillars of sustainable development
- Distinguish between, and critically assess, different interdisciplinary perspectives on sustainability and sustainable development
- Engage in debates on the complex issue of what is sustainable and what is not, and how the main barriers to achieve sustainability can be overcome
- Carry out independent research and develop reflective thinking
- Apply analytical and problem-solving skills to specific sustainable development problems

Indicative reading list

- Chang, H-J. (2003), Kicking away the ladder : development strategy in historical perspective, London: Anthem
- Edgar et al., (2014) Global conservation outcomes depend on marine protected areas with five key features. Nature 506: 216-220
- Jackson, T. (2017) Prosperity without growth : foundations for the economy of tomorrow, London: Routledge
- Klein, N. (2014) This Changes Everything: Capitalism vs. the Climate, London: Allen Lane

- Murphy, K. (2012) The social pillar of sustainable development: a literature review and framework for policy analysis, Sustainability: Science, Practice and Policy
- Pettifor, A. (2019) The Case for the Green New Deal, London: Verso
- Raworth, K. (2017) Doughnut economics : seven ways to think like a 21st-century economist, London : Random House
- Rees, W. (2010) What's blocking sustainability? Human nature, cognition, and denial, Sustainability: Science, Practice and Policy, 6:2, 13-25
- Routledge International Handbook of Sustainable Development (2015), London: Routledge
- Spaiser, V. et al. (2017) The sustainable development oxymoron: quantifying and modelling the incompatibility of sustainable development goals, International Journal of Sustainable Development & World Ecology, 24:6, 457-470
- Townsend et al. "Essentials of Ecology", 3rd Edition, Blackwell Publishing
- World Commission on Environment and Development. (1987). Our common future. Oxford, Oxford University Press.

Additional texts, specific book chapters and articles will be set for further reading.

Research element

A 2,500 word essay

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within sustainability and sustainable development, particularly Economics, Environmental Science, Politics, Sociology, Philosophy. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

- An advanced understanding and critical perspective on the relevance of sustainability discourses for different disciplines
- An understanding of the four pillars of sustainable development and the interactions between them
- An ability to engage with different outlooks on sustainability and use evidence to evaluate a variety of policies relating to the topic
- An ability to articulate a detailed and evidenced-based account of unsustainable economic, environmental and social activities on societies, individuals and habitats

Transferable skills

- Analytical skills:
  - Find, evaluate and use previous research at a level appropriate for a second/final year module
  - Use appropriate analytic methods to analyse research data on sustainability
  - Read academic papers effectively in the context of an intensive programme
- Reflective writing
- Work effectively with others in group tasks and in teams
- Plan and manage time
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing

Study time

Type	Required
Seminars	6 sessions of 2 hours (8%)
Tutorials	1 session of 1 hour (1%)
Project supervision	1 session of 1 hour (1%)
Online learning (independent)	3 sessions of 2 hours (4%)
Private study	75 hours (50%) • Week 1 (prep before teaching): Preparatory and background readings (35 hours independent learning) • Week 2 (teaching): Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours) • Week 3 (teaching): Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours) • Week 4 (teaching): Essay writing (counted in assessment hours)
Assessment	55 hours (37%)
Total	150 hours

Assessment

Essay on sustainability   Weighting 70%   Study time 40 hours
This is the main piece of assessment for this module. Students will choose an essay question from 5 set questions which cover the main themes of the module.

Reflections on sustainability   Weighting 30%   Study time 15 hours
A reflective piece which will enable students to make connections between the themes of the module and their own experiences.

Feedback on assessment

- Formative feedback on essay plans will be provided in the project supervision sessions at the start of the week after teaching
- Detailed feedback for written assignments will be provided via Tabula

2 SHAKESPEARE AT WARWICK

Key dates

This module will take place 16 - 27 May 2022.

- Teaching: 16 - 27 May 2022
- Final assessment deadline: 3 June 2022 *(tbc)*

Location

Online

Monash credit transfer information

Faculty: Arts
Year level: Second-year and third-year students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Discipline(s) for transfer: Literary Studies

Module description

Has the study of William Shakespeare lost relevance at a time when questions of decolonising and 'de-canonizing' curriculums are taking centre stage? Simply put, are we bored of the Bard? This module will align a selection of Shakespeare's plays with the most pressing of current critical concerns, from environmental issues to identity politics, cultural responses to pandemics to the challenges of decolonisation. Delivered by one of the most dynamic centres for the study of Shakespeare in the UK, the course will invite students to interrogate the importance and relevance of studying Shakespeare today. Digital archival research will offer an immersive, critical exploration of Elizabethan and Jacobean performance conditions, and the social frameworks of the early-modern period more broadly, out of which these plays were born. Turning to our present moment, we will focus our attention on a selection of his plays to study Shakespeare's dramatic and literary craft. We will explore how Shakespeare intersects with the most contemporary of debates – from ecocriticism to feminism, representations of bodies and identities, to the challenging question of decolonisation – and ask if, how and why his plays remain relevant today.

Module aims

- Situate Shakespeare's plays in their period context, to offer an in-depth, theoretically and historically informed assessment of the plays and their significance
- Introduce students to an emergent body of criticism that conflates Shakespeare with contemporary discussions on identity, the environment, and canonical literature

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

An Introduction to Antony and Cleopatra
- William Shakespeare, Antony and Cleopatra (recommended Arden Shakespeare edition, edited by John Wilders)

- Emma Smith, 'Antony and Cleopatra' in This is Shakespeare: How to Read the World's Greatest Playwright (2020)

Early Modern Bodies
- Helkiah Crooke, Mikrokosmographia: A Description of the Body of Man (London, 1615)
- Michael C. Shoenfeldt, Bodies and Selves in Early Modern England… (1999)

Gendered Bodies
- Yasmin Arshad, ''She did make defect perfection': The Paradox and Variety of Shakespeare's Cleopatra' in Imagining Cleopatra: Performing Gender and Power in Early Modern England (2019)
- Jennifer Edwards, ''Amorous pinches': Keeping (in)tact in Antony and Cleopatra' in Shakespeare / Sense Contemporary Readings in Sensory Culture ed. by Simon Smith (2020)

Racialised Bodies
- Kim Hall, 'Marriages of State: The Tempest and Antony and Cleopatra' in Things of Darkness: Economies of Race and Gender in Early Modern England (1995)
- Jyotsna G. Singh (ed.), 'Chapter One: Historical Contexts 1: Shakespeare and the Colonial' in Imaginary Shakespeare and Postcolonial Theory (2020)

Environed Bodies
- Edward J., Geisweidt, ''The Nobleness of Life': Spontaneous Generation and Excremental Life in Antony and Cleopatra', Ecocritical Shakespeare ed. Lynne Bruckner and Dan Brayton (London and New York: Routledge Press, 2011), 89-104

Learning outcomes

By the end of the module, students should be able to:
- Gained an understanding of key critical and literary concepts in Shakespeare studies, including but not limited to: performance, history, gender, the body, environment, and decolonisation
- Acquired knowledge of relevant cultural and critical contexts within which to situate the set texts
- Developed strategies for reading drama within the context of English history
- Developed archival research skills
- Enhanced writing skills for different specialist audiences
- Developed digital literacy and audio publishing skills

Indicative reading list

Students will need to bring copies of the set Shakespeare texts into seminar discussion; advice on editions will be provided

Research element

Use of archives to research relevant topics.

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within English and Comparative Literature Studies, particularly Shakespeare. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

- Understand and deploy theoretical and methodological positions with regards to Shakespeare and early modern culture
- Place the study of Shakespeare within wider contexts of recent scholarship and understand professional and disciplinary boundaries
- Be able to draw relevant analogies and connections between historically situated themes and ideas and contemporary cultural/political debates

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data on Shakespeare
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required
Lectures	6 sessions of 45 minutes (3%)
Online learning (scheduled sessions)	6 sessions of 1 hour (4%)
Other activity	4 hours (3%) - Two weekly 60-minute 'peer study groups' involving set readings and tasks
Private study	135 hours 30 minutes (90%) - Reading and research
Total	150 hours

Assessment

You must pass all assessment components to pass the module.

Podcast   Weighting 25%
      Short (20 minute) podcast

Blog   Weighting 25%
      Two blog entries, one each week, of c.500 words

Final essay Weighting 50%
      A critical, researched essay based on a set of published questions; students may also devise their own topic in consultation with the tutor

Feedback on assessment

- Written feedback
- Opportunity for one-to-one discussion in office hours

3 CONTEMPORARY BRITAIN IN HISTORICAL PERSPECTIVE

Key dates

This module will take place 23 May - 3 June 2022.
- Teaching: 23 May - 3 June 2022
- Final assessment deadline: 3 June 2022

Location

Online

Monash credit transfer information

Faculty: Arts
Year level: Second-year and third-year students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Discipline(s) for transfer: History, International Studies

Module description

This module explores how history can inform our understanding of contemporary Britain. It focuses on three main inter-related issues:

1. Brexit
2. The 'break-up' of Britain and challenges of post-colonial identity
3. The place of the NHS in national identity.

Students work together to design and run a conference on these themes and each present a paper based on original research.

Module aims

The module will show how history can advance our understanding of three areas of debate in Britain today: Brexit; the 'break-up of Britain' and post-colonial challenges to national identity; and Protection of the NHS. Students will develop an appreciation of the deeper history of these issues and critically reflect on the role of history within public debate. They will work together to design and run a mini conference on the history of contemporary Britain and will each present a paper based on an element of original research.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will introduce students to the history of contemporary Britain through a focus on three main themes:
1. the history of Brexit (including the slow post-war move to join the EEC, the Referendum of 1975, historical explanations for the patterns of voting in the 2016 Referendum, and how history can inform understanding of subsequent political battles over delivering Brexit)
2. the history of the 'break-up' of Britain and the challenges of post-colonial national identity (including the long history of the making of the United Kingdom, the challenges of a four-nation history, the history of nationalism and devolution, and the legacies of imperial history)

3. the history of the National Health Service as a symbol of national identity (including the history of the creation of the NHS, evidence on evolving popular attitudes, the history of its representation, and the place of the NHS in the politics of Brexit and Coronavirus).

Learning outcomes

By the end of the module, students should be able to:
- Demonstrate a knowledge and understanding of the historical underpinnings of recent debate about Brexit, the break-up of Britain and impact of end of Empire, and the NHS
- Formulate a focused research question that shows how history can inform contemporary debate
- Demonstrate cooperation, ability to provide peer feedback, initiative, responsibility, and leadership in working in a small group
- Generate historical arguments through analysis of primary source material
- Communicate an historical analysis clearly and cogently through presentation in a conference setting
- Ask and respond to questions in a way that constructively builds group discussion
- Analyse and evaluate the contributions made by existing scholarship about the history of modern Britain

Indicative reading list

- David Edgerton, The Rise and Fall of the British Nation: A Twentieth Century History (2018)
- Robert Saunders, Yes to Europe! The 1975 Referendum and Seventies Britain (2018)
- David Edgerton, 'Brexit is a Necessary Crisis', Guardian (9 October 2019)
- Stuart Ward and Astrid Rasch (eds), Embers of Empire in Brexit Britain (2019)
- Ross McKibbin, 'In the Shadows of the Referendum', Political Quarterly (2017)
- Linda Colley, 'Britishness and Otherness: An Argument', Journal of British Studies, 31 (1992) 309-29
- Tom Nairn, The Break-Up of Britain: Crisis and Neo-Nationalism (1981)
- Thomas Martin Devine, 'The Break-Up of Britain? Scotland and the End of Empire', Transactions of the Royal Historical Society, 6th series, 16 (2006) 163-80
- Andrew Seaton, 'Against the 'Sacred Cow': NHS Opposition and the Fellowship for Freedom in Medicine, 1948–72', 20th Century British History, 26.3 (2015) 424-449
- Martin Gorsky, 'The British National Health Service 1948–2008: A Review of the Historiography', Social History of Medicine, 21.3 (2008) 437-60
- Nick Hayes, 'Did We Really Want a National Health Service? Hospitals, Patients and Public Opinions before 1948', English Historical Review, 127 (2012), 566-591
- Mathew Thomson, 'Representing the NHS in the Arts and Popular Culture'
- David Edgerton, 'British Exceptionalism: Where Brexit and Our Coronavirus Response Collide', New European (3 May 2020)
- James Meek, 'NHS SOS', London Review of Books, (April 2018)
- John Furse, 'The NHS Dismantled', London Review of Books, (November, 2019)

Research element

Preparation of paper for presentation at conference which will draw on some primary source material (this will be accessible electronically via the library)

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to

transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities. Learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in formal oral presentation.

Study time

Type	Required	Optional
Lectures	4 sessions of 1 hour (3%)	
Seminars	4 sessions of 1 hour (3%)	
Tutorials		9 sessions of 15 minutes
Practical classes		2 sessions of 2 hours
Supervised practical classes	3 sessions of 2 hours (4%)	
Other activity	6 hours (4%) • Final conference	
Private study	50 hours (33%) • Students will be asked to read David Edgerton's book The Rise and Fall of the British Nation to develop a background understanding of twentieth-century British history. Ideally this will take place ahead of the 2 weeks teaching • During the 2 weeks, private study will be used for accessing materials from the library, reading, and preparation of papers for presentation at the conference. It may also involve students working in their small groups. • The calculation here for private study (50 hours) relates to background reading and seminar preparation. It is supplemented by the 80 hours related to assessment.	
Assessment	80 hours (53%)	
Total	150 hours	

Assessment

You do not need to pass all assessment components to pass the module.

Conference paper   Weighting 60%   Study time 40 hours
A paper that shows how historical research can add to our understanding of one of the contemporary themes. This will be presented orally and can be accompanied by PowerPoint presentation. It will also involve response to questions from the audience

Seminar Contribution   Weighting 15%   Study time 15 hours
Evaluation of individual student contribution in seminars and the final conference. This will involve demonstration of preparation and underlying knowledge and understanding, answering and posing questions

Workshop Contribution   Weighting 15%   Study time 15 hours
Evaluation of your contribution to the effective running of your workshop groups and the development of a cohesive, well-designed, and well-managed and presented conference panel

Presentation plan   Weighting 10%   Study time 10 hours
You will submit a brief plan of your presentation for feedback midway through the module. This will assist you in preparation of the final presentation. The plan will set out your question, the research you hope to undertake (including potential sources), and a hypothesis about your argument

Feedback on assessment

- Written feedback via Tabula on 500 word presentation plan
- Ongoing tutorial and class feedback from module leader
- Peer feedback in workshops and final conference
- Final written feedback from module leader via Tabula

4   MULTILINGUALISM AND DIVERSITY (MULTIDIV)

Key dates

This module will take place 27 June - 15 July 2022.
- Prep week: 27 June - 1 July 2022
- Teaching: 4 - 15 July 2022
- Final assessment deadline: week commencing 3 October 2022

Location

Online

Monash credit transfer information

Faculty: Arts
Year level: Second-year and third-year students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Discipline(s) for transfer: Cultural Literacy, Linguistics and English Language

Faculty: Arts
Year level: Postgraduate students
Credit points: 6
Unit transfer type: Approved as a technical/discipline/degree elective
Discipline(s) for transfer: Applied Linguistics

Module description

MultiDiv is a specialised and highly intensive summer programme for students and academic/non-academic stakeholders interested in Multilingualism, Diversity and Social Justice pedagogy, policy and research from a Linguistics, Modern Languages and Translation Studies angle. MultiDiv is a unique hub which brings together senior academics as well as UG (undergraduate) /PG (postgraduate) research developed through the formal curriculum and relevant extracurricular activities. It takes the form of an intensive, face-to-face week-long activity and involves workshops, data training and sessions on interpreting research for wider audiences, policy makers and the media most notably.

MutliDiv is, by design, relevant to curriculum content directly addressing issues related to multilingualism in society. MutliDiv has already brought together Warwick/Monash students and it is an opportunity to develop a global network which can organically grow through the interests of its community.

To our knowledge, there is no other summer programme bringing together those discipline areas and with a structure similar to what MutliDiv is committed to. Specifically, the emphasis on bringing together UG/PG research is a unique feature of MutliDiv. To our knowledge there is no other programme that includes UG researchers as equal participants to PhD students and senior academics. MultiDiv seeks to become an incubator for new ideas, research projects, curriculum innovation and policy intervention. MultiDiv is aligned with the Communities of Practice (CofP) framework and seeks to empower the participants, from all career stages, to drive innovation in teaching, learning, research and policy.

Note: All activities and assessments are the same for undergraduate and postgraduate students, however students will be evaluated against the marking scale relevant to their level. Learning outcomes differ for second-year, third-year and masters students.

Module aims

The linguistically diverse nature of contemporary societies is related to a range of complex phenomena in the areas of:

- language policy and practice
- language contact and change
- translation, interpreting and heritage learning
- public sector translation/interpretation
- translation and human rights.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Core issues on Multilingualism and Diversity
- Translation and exophony
- Linguistic Landscaping
- Language and power
- Designing and carrying out a linguistic landscaping project
- Census training
- Multilingual fieldwork & observation design
- Data analysis methods.

Learning outcomes

Intermediate level (second-year)
By the end of the module, students should be able to:
- demonstrate understanding of key concepts, terminology, research methods and theories related to multilingualism
- demonstrate ability to critically discuss different approaches to multilingualism and diversity. Show awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism
- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity
- design and carry out an original small scale study on multilingualism, typically from a linguistic landscape angle
- communicate the results of their study to an audience.

Finalist level (third-year)
By the end of the module, students should be able to:
- demonstrate a systematic understanding of key concepts, terminology, research methods and theories related to multilingualism
- demonstrate a solid ability to critically discuss different approaches to multilingualism and diversity. Show awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism
- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity
- design and carry out an original small-scale study on multilingualism, typically from a linguistic landscape angle which expands current theoretical frameworks and/or analytical tools
- communicate the results of their study to both specialist and non-specialist audiences.

Masters level

By the end of the module, students should be able to:

- demonstrate a comprehensive understanding of key concepts, terminology, research methods and theories related to multilingualism and originality in the application of this knowledge
- demonstrate an advanced ability to critically discuss different approaches to multilingualism and diversity. Show critical awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism
- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity and, where appropriate, propose new hypotheses
- deal with complex issues related to multilingualism, both systematically and creatively and make sound judgements in the absence of complete data
- autonomously design and carry out an original small-scale study on multilingualism – typically from a linguistic landscape angle – which provides a strong and viable research-led solution to a real-world problem and show strong ability to interpret findings for policy recommendations
- communicate the results of their study clearly to specialist and non-specialist audiences.

Indicative reading list

- Angouri, Jo. 2013. "The Multilingual Reality of the Multinational Workplace: Language Policy and Language Use." Journal of Multilingual and Multicultural Development 34 (6). Routledge: 564–81
- Angouri, Jo. 2018. "Quantitative, qualitative, mixed or holistic research? Combining methods in linguistic research". Research methods in linguistics, London: Bloomsbury Publishing: 35-55
- Backhaus, P. (2006). "Multilingualism in Tokyo: A look into the linguistic landscape." In Linguistic Landscape: A New Approach to Multilingualism (pp. 52-66). Channel View Publications
- Blackledge, Adrian, and Kiran Trehan. 2018. "Language, Superdiversity, and Self-Employment." In The Routledge Handbook of Language and Superdiversity, edited by Adrian Blackledge and Angela Creese, 299–311. London: Taylor & Francis
- Clyne, Michael, Louisa Willoughby, and Julia Bradshaw. 2009. "Linguistic Diversity in South-East Melbourne." People and Place 17 (1): 55–62
- Creese, Angela, and Adrian Blackledge. 2019. "Translanguaging and Public Service Encounters: Language Learning in the Library." The Modern Language Journal 103 (4): 800–814
- Heller, M., Pietikäinen S. & Pujolar J. (2018). Critical Sociolinguistic Research Methods. Studying language issues that matter. Routledge; -- section 3.2; Observing: Finding out what people do (p. 77-85), & -- section 3.3; Eliciting: Finding out what people say (p. 85-92)
- Musgrave, Simon, Steve Wright, Tom Denison, and Louisa Willoughby. 2020. "Managing Multilingual Collections: Insights from Data Analytics Research." Journal of Librarianship and Information Science 52 (3). SAGE Publications Ltd: 853–63

Research element

The programme is tailored around original research. This involves the design as well as the carrying out of projects on linguistic landscapes.

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within multilingualism, particularly linguistics, modern languages and translation studies. It also invites the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

- Design and carry out research
- Identify different approaches to research and the paradigmatic orientations underlying these
- State the criteria, considerations and procedures necessary to ensure that ethical requirements are met
- Identify and describe core methods for collecting data in multilingualism and diversity research
- Describe relevant procedures for analysing data for linguistic landscaping project
- Identify key issues in research on multilingualism
- Demonstrate familiarity with and ability to use appropriately features of research designs and procedures found in relevant published research articles.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate/ final year/ Masters level module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data on multilingualism
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Tutorials	5 sessions of 1 hour (3%)
Project supervision	5 sessions of 1 hour (3%)
Fieldwork	15 sessions of 1 hour (10%)
Online learning (scheduled sessions)	10 sessions of 1 hour (7%)
Other activity	5 hours (3%) Groupwork: • data analysis • presentation preparation
Private study	50 hours (33%) • Reading subject materials • Homework tasks
Assessment	50 hours (33%)
Total	150 hours

Assessment

You do not need to pass all assessment components to pass the module.

Group presentation – individual sections (15 mins)	Weighting 50%	Study time 25 hours
	Students collect data, process and analyse it appropriately and present/record it in academic presentation format	

Group Blog Post	Weighting 50%	Study time 25 hours
	Students translate their findings for a wider audience and curate a blog.	

Feedback on assessment

- In session
- On Moodle