

# **MA Literary Studies: Pathways in Modern and Contemporary American Literature and Culture; World Literature and Comparative Criticism; Literature of the Caribbean and its Diasporas; Critical Theory; Modern and Contemporary Literature; Romantic and Victorian Literature and Culture**

## **Programme Specification**

**Awarding Institution:** University of London

(Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:**

MA Literary Studies:

Pathway in

Modern and Contemporary American Literature and Culture

World Literature and Comparative Criticism

Literature of the Caribbean and its Diasporas

Critical Theory

Modern and Contemporary Literature

Romantic and Victorian Literature and Culture

**Programme Name:**

MA Literary Studies:

Pathway in

Modern and Contemporary American Literature and Culture

World Literature and Comparative Criticism

Literature of the Caribbean and its Diasporas

Critical Theory

Modern and Contemporary Literature

Romantic and Victorian Literature and Culture

**Total credit value for programme:** 180 credits

**Name of Interim Exit Award(s):**

MA Literary Studies: Pathways in Modern and Contemporary American Literature and Culture; World Literature and Comparative Criticism; Literature of the Caribbean and its Diasporas; Critical Theory; Modern and Contemporary Literature; Romantic and Victorian Literature and Culture - Programme Specification  
Goldsmiths, University of London

Postgraduate Certificate in Literary Studies

Postgraduate Diploma in Literary Studies

**Duration of Programme:** 1 year full-time or 2 years full-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (101037) Comparative Literary Studies

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** English and Creative Writing

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## Programme overview

This intellectually rich and rigorous programme gives you the opportunity to develop the study of literature from a variety of perspectives through a number of flexible pathways: Modern and Contemporary American Literature and Culture; World Literature and Comparative Criticism; Literature of the Caribbean and its Diasporas; Critical Theory; Modern and Contemporary Literature; Romantic and Victorian Literature and Culture.

These enable you to combine theoretical angles with the close reading of a wide range of texts, from different media (literary, filmic, visual), periods, and cultural, geographic and linguistic backgrounds – though all texts will be studied in English, in English translation, or with English subtitles.

What you study: Each of the six pathways centres around a compulsory module which will ground you in the specific features of the period/region/theoretical discipline covered.

Around this compulsory module you choose from the wide range of options taught in the Department to reflect your own particular interests.

The compulsory modules for the pathways are as follows:

- Pathway in Modern and Contemporary American Literature and Culture – “Introduction to Modern and Contemporary American Literature and Culture”

- Pathway in World Literature and Comparative Criticism – “Literature in the World: Encounters, Comparison, Reception”
- Pathway in Literature of the Caribbean and its Diasporas – “Literature of the Caribbean and its Diasporas”
- Pathway in Critical Theory – “Theories of Literature and Culture”
- Pathway in Modern and Contemporary Literature – “Modern and Contemporary Literary Movements”
- Pathway in Romantic and Victorian Literature and Culture – “Nineteenth-Century Literature: Romanticisms”

Compulsory modules are complemented by a choice of three optional modules and a dissertation; both the dissertation and at least one of the options must be in the area of the pathway.

You can take the compulsory module of another pathway as one of your options. The following are examples of the range of additional option modules that may be available:

EN71087B The Contemporary American Novel in the Era of Climate Change:

EN71148A Historicising the Field: of Black British Writing: From the Romans to the Present

EN71150A American Science Fiction: 1950 Onwards

EN71071A Contemporary Indigenous Literatures:

EN71088A Interculturality, Text, Poetics

EN71108A Modern and Contemporary Women’s Writing: 1920s to the Present: Reading

EN71147A Genre and Aesthetics of Contemporary Black British Writing

EN71006A Postmodern Fiction

EN71021A Literature and Philosophy

EN71073A European Decadence and the Visual Arts

Students may also choose modules, where appropriate, from other ECW MA programmes: MA Sociocultural Linguistics, MA Multilingualism, Linguistics and Education, MA Translation

A Research Skills Workshop will run a number of sessions throughout the year, including, for example, library and electronic resources, essay-writing at Master's level, planning and developing dissertation projects, applying for MPhil/PhD research.

You will also be able to take part in GLITS, the Department's weekly research seminar; in LINKS, the London Intercollegiate Network for Comparative Studies; and in the many activities organised by the Graduate School and other Goldsmiths departments.

## **Programme entry requirements**

The standard requirement is an Upper Second-Class BA or equivalent degree in English, Modern Languages, or a related humanities/arts subject (e.g., Drama, Philosophy); but other qualifications of equivalent level are considered, as are degree results below the upper second class where there are indications of academic strength in this specialism.

A high level of competence in written and spoken English is also required. Knowledge of a foreign language is not required, although at least a reading competence in a second language will be an advantage for those taking the Pathway in World Literature and Comparative Criticism

Students without BA-equivalent qualifications who have substantial work experience (e.g., in literary journalism, creative writing, publishing etc.) that may be considered as equivalent to formal qualifications, may be admitted.

## **Aims of the programme**

The main purpose of the programme is to offer a challenging, flexible and advanced scheme of study invigorated by current research, which introduces or extends your knowledge and critical/contextual understanding of literary studies. The programme, with different emphases according to the pathway chosen, aspires to:

1. enhance independent critical and evaluative skills
2. promote your analytical engagement with the complexities of literary discourse
3. expand your knowledge and understanding of the diverse cultural, historical and intellectual contexts of literature and other media
4. deepen your understanding of transformations in literary genres and conventions in the specific periods or cultural areas of your chosen pathway, and how particular traditions relate to one another as they evolve

5. enhance your knowledge and understanding of diverse literary movements and schools in their historical and cultural contexts, and of key genres central to their particular culture or period
6. encourage you to appreciate literary practices in the light of the traditions from which they emerge
7. develop your critical awareness of literary language and its responses to historical and cultural contexts
8. encourage you to develop your understanding of and proficiency in interdisciplinary approaches to literature and culture
9. develop your methodological skills in the application of theory to literary and cultural criticism
10. expand your knowledge and understanding of the key theoretical and philosophical figures and tendencies informing particular areas of literary studies, and develop your awareness of the creative traffic between literary and theoretical movements
11. encourage your self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
12. facilitate a learning environment that offers an appropriate foundation for further scholarly research in literary studies\*

\*Those studying for the PG Certificate or Diploma are advised that these qualifications, as opposed to the MA, are generally not considered a sufficient academic platform for further, doctoral study in literary studies

1. expand your knowledge and understanding of the key theoretical and philosophical figures and tendencies informing particular areas of literary studies, and develop your awareness of the creative traffic between literary and theoretical movements
2. encourage your self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
3. facilitate a learning environment that offers an appropriate foundation for further scholarly research in literary studies\*

\*Those studying for the PG Certificate or Diploma are advised that these qualifications, as opposed to the MA, are generally not considered a sufficient academic platform for further, doctoral study in literary studies

## Programme learning outcomes

Students who complete the Postgraduate Certificate (60 credits, consisting of compulsory module plus one option) will be expected to achieve:

### Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| A1   | A range of texts from different genres and areas (covered by two modules amounting to 60 credits)  | All modules                       |
| A2   | Appropriate methodological, conceptual and analytical tools and terminology with which to engage with the variety of texts (studied across two modules amounting to 60 credits)                  | All modules                       |
| A3   | The relationships between identity and cultural expressions (across the modules studied)   | All modules                       |
| A4   | Progressive analytical skills specific to particular genres within your area of study, and/or for an interdisciplinary approach to literature, enabling its comparison with other cultural forms | All modules                       |
| A5   | The relationship between literary and cultural production and historical context   | All modules                       |
|      |  |                                   |

## Cognitive and thinking skills

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| B1   | Conduct detailed and sensitive textual analyses informed by appropriate contextual knowledge                                  | All modules                       |
| B2   | Synthesise expertly different but relevant contexts and perspectives  | All modules                       |
| B3   | Assimilate and critically evaluate different theoretical perspectives and alternative accounts of complex cultural formations | All modules                       |
| B4   | Formulate coherent and persuasive interpretations and arguments informed by high standards of scholarly accuracy              | All modules                       |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| C1   | Perceive and account critically and sensitively for interactions between cultural contexts and literary forms in the creation and reception of textual meanings     | All modules                       |
| C2   | Use a range of critical commentary and theoretical perspectives discriminatingly and skilfully, as developed across research for modules studied.                   | All modules                       |
| C3   | Analyse competently processes of change in the generic conventions of literary and visual texts, and how these respond to different cultural or historical contexts | All modules                       |
| C4   | Use a range of critical commentary and theoretical perspectives discriminatingly  | All modules                       |

|    |  |             |
|----|--|-------------|
| C5 | Produce own written work to high scholarly standards in organisation, relevance, expression, referencing, and bibliography | All modules |
| C6 | Prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues                     | All modules |

## Transferable skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| D1   | Enhanced communication and discussion skills, in written and oral contexts                 | All modules                       |
| D2   | Facility in accessing verbal data using hard copy / electronic resources                   | All modules                       |
| D3   | Progressive ability to compare and evaluate different verbal or visual materials           | All modules                       |
| D4   | Capacity to handle ideas in rational, critical and evaluative ways                         | All modules                       |
| D5   | Open-mindedness and capacity for independent judgement                                     | All modules                       |
| D6   | Management of own learning, including working effectively to deadlines                     | All modules                       |
| D7   | Application of skills of detailed close analysis to a variety of texts and contexts        | All modules                       |
| D8   | Power to organise information cogently, and to assimilate and evaluate competing arguments | All modules                       |
| D9   | Ability to make positive contributions to groups, and perception of group dynamics         | All modules                       |

And, more particularly, as appropriate to your chosen pathway:

## Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s)   |
|------|--|---|
| A6   | A body of literature from a range of different national, historical or geographical areas representative of major tendencies and problems in your area of study  | The 'compulsory' module of the particular pathway chosen                          |
| A7   | A range of major critical approaches to, definitions of, and debates in your chosen pathway and related areas (e.g. postmodern practices, postcolonial writing; or on particular authors and problems of the period or area of study), as studied so far | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A8   | The social, ideological or political contexts and implications of different critical practices as appropriate to your chosen pathway   | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A9   | A diverse range of major thinkers and movements whose ideas have influenced the development of literary and/or cultural studies in your area of study  | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A10  | Concepts of period and genre applicable to the literary, artistic, philosophical or cultural movements of your chosen pathway  | The 'compulsory' module of the particular pathway chosen and all 'option' modules |

## Cognitive and thinking skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| B5   | Integrate diverse evidence into balanced, coherent and rigorous textual evaluations as appropriate to your pathway | All modules                       |
| B6   | Expound accurately and critically a range  | All modules                       |

|             |  |  |
|-------------|--|--|
|             | of discourses in literary, aesthetic, cultural, linguistic, or social theory and criticism as appropriate to your pathway  |  |
| B7          | Develop the necessary advanced methodological skills required for the application of critical or theoretical perspectives to literary or cultural texts from a range of periods and provenances as appropriate to your pathway | All modules                              |
| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
| B8          | Articulate a coherent and independent theoretical perspective on the study of the literature or culture studied in your pathway  | All modules                              |

### Subject specific skills and professional behaviours and attitudes

|             |  |  |
|-------------|--|--|
| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
| C7          | Use sophisticated close reading to produce theoretically and contextually informed independent interpretations of a range of literary texts according to the focus and scope of your pathway   | All modules                              |
| C8          | Show understanding and ability to apply accurately the terminologies appropriate to advanced comparative, theoretical, literary, visual and/or cultural studies as appropriate to your pathway | All modules                              |
| C9          | Research literary, visual and/or theoretical topics using data resources and collecting and sifting primary and secondary evidence   | All modules                              |

### Transferable skills

|             |  |  |
|-------------|--|--|
| <b>Code</b> | <b>Learning outcome</b>                | <b>Taught by the following module(s)</b> |
| D1          | AS ABOVE (D1 to D9 at programme level) | All modules                              |

Students who complete the Postgraduate Diploma (120 credits, consisting of compulsory module plus three module options) will be expected to achieve:

### Knowledge and understanding

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| A1          | A range of texts from different genres and areas (covered by four modules amounting to 120 credits)   | All modules                              |
| A2          | Appropriate methodological, conceptual and analytical tools and terminology with which to engage with the variety of texts  | All modules                              |
| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|             | (studied across four modules amounting to 120 credits)  |  |
| A3          | The relationships between identity and cultural expressions (across the modules studied)  | All modules                              |
| A4          | Enhanced analytical skills specific to particular genres within your area of study, and/or for an interdisciplinary approach to literature, enabling its comparison with other cultural forms | All modules                              |
| A5          | The relationship between literary and cultural production and historical context  | All modules                              |

### Cognitive and thinking skills

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| B1          | Conduct detailed and sensitive textual analyses informed by appropriate contextual knowledge | All modules                              |
| B2          | Synthesise expertly different but relevant contexts and perspectives                         | All modules                              |

|    |   |             |
|----|---|-------------|
| B3 | Assimilate and critically evaluate different theoretical perspectives and alternative accounts of complex cultural formations | All modules |
| B4 | Formulate coherent and persuasive interpretations and arguments informed by high standards of scholarly accuracy              | All modules |

### Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| C1   | Perceive and account critically and sensitively for interactions between cultural contexts and literary forms in the creation and reception of textual meanings      | All modules                       |
| C2   | Use a range of critical commentary and theoretical perspectives discriminatingly and skillfully  | All modules                       |
| Code | Learning outcome   | Taught by the following module(s) |
| C3   | Analyse proficiently processes of change in the generic conventions of literary and visual texts, and how these respond to different cultural or historical contexts | All modules                       |
| C4   | Use a range of critical commentary and theoretical perspectives discriminatingly   | All modules                       |
| C5   | Produce own written work to high scholarly standards in organisation, relevance, expression, referencing, and bibliography   | All modules                       |
| C6   | Prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues   | All modules                       |

### Transferable skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| D1   | Enhanced communication and discussion skills, in written and oral contexts | All modules                       |

|    |  |             |
|----|--|-------------|
| D2 | Facility in accessing verbal data using hard copy / electronic resources                   | All modules |
| D3 | Progressive ability to compare and evaluate different verbal or visual materials           | All modules |
| D4 | Capacity to handle ideas in rational, critical and evaluative ways                         | All modules |
| D5 | Open-mindedness and capacity for independent judgement                                     | All modules |
| D6 | Management of own learning, including working effectively to deadlines                     | All modules |
| D7 | Application of skills of detailed close analysis to a variety of texts and contexts        | All modules |
| D8 | Power to organise information cogently, and to assimilate and evaluate competing arguments | All modules |
| D9 | Ability to make positive contributions to groups, and perception of group dynamics         | All modules |

And, more particularly, as appropriate to your chosen pathway:

### **Knowledge and understanding**

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b>  |
|-------------|---|---|
| A6          | A body of literature from a range of different national, historical or geographical areas representative of major tendencies and problems in your area of study   | The 'compulsory' module of the particular pathway chosen                          |
| A7          | A range of major critical approaches to, definitions of, and debates in your chosen pathway and related areas (e.g. postmodern practices, postcolonial writing; or on particular authors and problems of the period or area of study) | The 'compulsory' module of the particular pathway chosen and all 'option' modules |

|     |   |   |
|-----|---|---|
| A8  | The social, ideological or political contexts and implications of different critical practices as appropriate to your chosen pathway                  | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A9  | A diverse range of major thinkers and movements whose ideas have influenced the development of literary and/or cultural studies in your area of study | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A10 | Concepts of period and genre applicable to the literary, artistic, philosophical or cultural movements of your chosen pathway                         | The 'compulsory' module of the particular pathway chosen and all 'option' modules |

## Cognitive and thinking skills

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| B5   | Integrate diverse evidence into balanced, coherent and rigorous textual evaluations as appropriate to your pathway  | All modules                       |
| B6   | Expound accurately and critically a range of discourses in literary, aesthetic, cultural, linguistic, or social theory and criticism as appropriate to your pathway | All modules                       |
| B7   | Develop the necessary advanced methodological skills required for the   | All modules                       |
| Code | Learning outcome  | Taught by the following module(s) |
|      | application of critical or theoretical perspectives to literary or cultural texts from a range of periods and provenances as appropriate to your pathway            |                                   |
| B8   | Articulate a coherent and independent theoretical perspective on the study of the literature or culture studied in your pathway                                     | All modules                       |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| C7   | Use sophisticated close reading to produce theoretically and contextually informed independent interpretations of a range of literary texts according to the focus and scope of your pathway   | All modules                       |
| C8   | Show understanding and ability to apply accurately the terminologies appropriate to advanced comparative, theoretical, literary, visual and/or cultural studies as appropriate to your pathway | All modules                       |
| C9   | Research literary, visual and/or theoretical topics using data resources and collecting and sifting primary and secondary evidence   | All modules                       |

## Transferable skills

| Code | Learning outcome                       | Taught by the following module(s) |
|------|--|-----------------------------------|
| D1   | AS ABOVE (D1 to D9 at programme level) | All modules                       |

Students who successfully complete the MA Literary Studies will demonstrate the following knowledge and skills:

## Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| A1   | A wide range of texts from different genres and areas  | All modules                       |
| A2   | Appropriate methodological, conceptual and analytical tools and terminology with which to engage with a variety of texts | All modules                       |

|    |   |                                    |
|----|---|------------------------------------|
| A3 | The relationships between identity and cultural expressions   | All modules                        |
| A4 | Advanced analytical skills specific to particular genres within your area of study, and/or for an interdisciplinary approach to literature, enabling its comparison with other cultural | All modules                        |
| A5 | A selected topic in your field, and the secondary scholarly literature devoted to it  | Dissertation (MA Literary Studies) |
| A6 | The relationship between literary and cultural production and historical context  | All modules                        |

### **Cognitive and thinking skills**

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| B1          | Conduct detailed and sensitive textual analyses informed by appropriate contextual knowledge                                  | All modules                              |
| B2          | Synthesise expertly multiple, diverse, but relevant contexts and perspectives   | All modules                              |
| B3          | Assimilate and critically evaluate different theoretical perspectives and alternative accounts of complex cultural formations | All modules                              |
| B4          | Formulate coherent and persuasive interpretations and arguments informed by high standards of scholarly accuracy              | All modules                              |

### **Subject specific skills and professional behaviours and attitudes**

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| C1          | Perceive and account critically and sensitively for interactions between cultural contexts and literary forms in the creation and reception of textual meanings | All modules                              |

|    |  |                                    |
|----|--|------------------------------------|
| C2 | Use a range of critical commentary and theoretical perspectives discriminatingly and skillfully  | All modules                        |
| C3 | Analyse proficiently processes of change in the generic conventions of literary and visual texts, and how these respond to different cultural or historical contexts | All modules                        |
| C4 | Use a range of critical commentary and theoretical perspectives discriminatingly   | All modules                        |
| C5 | Produce own written work to high scholarly standards in organisation, relevance, expression, referencing, and bibliography   | All modules                        |
| C6 | Design and execute an independent extended project of research   | Dissertation (MA Literary Studies) |
| C7 | Prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues   | All modules                        |

## Transferable skills

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| D1   | Enhanced communication and discussion skills, in written and oral contexts    | All modules                       |
| D2   | Facility in accessing verbal data using hard copy / electronic resources      | All modules                       |
| D3   | Advanced ability to compare and evaluate different verbal or visual materials | All modules                       |
| D4   | Capacity to handle ideas in rational, critical and evaluative ways            | All modules                       |
| Code | Learning outcome  | Taught by the following module(s) |
| D5   | Open-mindedness and capacity for independent judgement                        | All modules                       |
| D6   | Management of own learning, including working effectively to deadlines        | All modules                       |

|    |  |             |
|----|--|-------------|
| D7 | Application of skills of detailed close analysis to a variety of texts and contexts        | All modules |
| D8 | Power to organise information cogently, and to assimilate and evaluate competing arguments | All modules |
| D9 | Ability to make positive contributions to groups, and perception of group dynamics         | All modules |

And, more particularly, as appropriate to your chosen pathway:

### Knowledge and understanding

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| A7   | A body of literature from a range of different national, historical or geographical areas representative of major tendencies and problems in your area of study   | The 'compulsory' module of the particular pathway chosen                          |
| A8   | A range of major critical approaches to, definitions of, and debates in your chosen pathway and related areas (e.g. postmodern practices, postcolonial writing; or on particular authors and problems of the period or area of study) | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A9   | The social, ideological or political contexts and implications of different critical practices as appropriate to your chosen pathway  | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A10  | A diverse range of major thinkers and movements whose ideas have influenced the development of literary and/or cultural studies in your area of study   | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| A11  | Concepts of period and genre applicable to the literary, artistic, philosophical or   | The 'compulsory' module of the particular pathway chosen and all 'option' modules |
| Code | Learning outcome  | Taught by the following module(s)   |

|  |   |  |
|--|---|--|
|  | cultural movements of your chosen pathway |  |
|--|---|--|

## Cognitive and thinking skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| B5   | Integrate diverse evidence into balanced, coherent and rigorous textual evaluations as appropriate to your pathway   | All modules                       |
| B6   | Expound accurately and critically a range of discourses in literary, aesthetic, cultural, linguistic, or social theory and criticism as appropriate to your pathway  | All modules                       |
| B7   | Develop the necessary advanced methodological skills required for the application of critical or theoretical perspectives to literary or cultural texts from a range of periods and provenances as appropriate to your pathway | All modules                       |
| B8   | Articulate a coherent and independent theoretical perspective on the study of the literature or culture studied in your pathway  | All modules                       |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| C8   | Use sophisticated close reading to produce theoretically and contextually informed independent interpretations of a range of literary texts according to the focus and scope of your pathway   | All modules                       |
| C9   | Show understanding and ability to apply accurately the terminologies appropriate to advanced comparative, theoretical, literary, visual and/or cultural studies as appropriate to your pathway | All modules                       |

|             |  |  |
|-------------|--|--|
| C10         | Research literary, visual and/or theoretical topics using data resources | All modules                              |
| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|             | and collecting and sifting primary and secondary evidence                |  |

## Transferable skills

|             |  |  |
|-------------|--|--|
| <b>Code</b> | <b>Learning outcome</b>                | <b>Taught by the following module(s)</b> |
| D1          | AS ABOVE (D1 to D9 at programme level) | All modules                              |

## How you will learn

Knowledge and Understanding: The Department is committed to the centrality of the seminar in the teaching and learning process. All modules provide a weekly seminar for every participant, which reinforces knowledge gained through reading, lectures and presentations, and enables you to enhance and develop your understanding.

You take one compulsory module, dependent on your chosen pathway:

- Pathway in Modern and Contemporary American Literature and Culture – “Introduction to Modern and Contemporary American Literature and Culture”
- Pathway in World Literature and Comparative Criticism – “Literature in the World: Encounters, Comparison, Reception”
- Pathway in Literature of the Caribbean and its Diasporas – “Literature of the Caribbean and its Diasporas”
- Pathway in Critical Theory – “Theories of Literature and Culture”
- Pathway in Modern and Contemporary Literature – “Modern and Contemporary Literary Movements”
- Pathway in Romantic and Victorian Literature and Culture – “Nineteenth-Century Literature: Romanticisms”

In all of these, learning is either through weekly 1-hr lectures and complementary weekly 2hr seminars, or a weekly 3-hour block, which will also include lecture-like input from the tutor. This structure provides contextual and/or theoretical perspectives in the lecture, which are then discussed in more detail in the seminar in relation to the texts studied.

These modules support and develop all of programme outcomes (1) to (5) and (7) to (11). Outcomes (1), (2) and (5) are further supported and sustained by specialist option modules, of which full-time students take one in the first Term and two in the second Term (part-time students take one in the second Term of the first year, and one in each Term of the second year). These are generally taught by 2-hr seminar and underpinned by up-to date staff research specialisms. Outcome (6) is further supported by an individually supervised dissertation, involving guided independent research, and by a required, non-assessed 'Dissertation Workshop' in the Summer Term, in which each student will offer a presentation on their chosen research topic. These sessions will address the methodological and theoretical problems and challenges involved in independent research.

#### Cognitive and Thinking Skills:

These skills are cultivated across the programme's syllabi. Through seminars and lectures you are continuously exposed to—and encouraged to evolve—fresh perceptions and evaluations of literary, critical, and visual forms and techniques; and through self-managed learning you further assimilate a range of contextual approaches to and analyses of them.

#### Subject Specific Skills and Professional Behaviours and Attitudes:

These skills are cultivated across the curriculum, though with varying emphases according to modules. In addition, the Programme Handbook provides initial advice on aspects of C5, and Information Services on aspects of C10. Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation. The compulsory modules provide a grounding in C6-10, and the option modules build further on that grounding, particularly in relation to C1, C2, C4 and C9. Specific sessions on essay writing and dissertation preparation further support C5-6, and C10. C6 is particularly addressed in the Dissertation Workshop and in the programme of individual supervision offered in the summer period, devoted to the dissertation and facilitated by guidance in the Programme Handbook. Seminars are the forum for C7.

#### Teaching and learning methods and strategies linked to these transferable skills:

Powers of expression and discussion, and the handling of ideas, are developed everywhere in the programme, since all modules require production of written work that communicates and argues well, and all modules use seminar discussion as part of the learning process, thus supporting D7-8 in particular. These are further supported by a dedicated Dissertation Workshop in which all student present and discuss their projects. Staff give module-specific help with D2. D3-5 should be demonstrated to you by staff and peer example. D6 is a crucial skill everywhere fostered in a timetabled curriculum.

## How you will be assessed

**Knowledge and Understanding:** Summative assessment takes the following forms, allowing you to demonstrate a range of appropriate skills: (i) by a 5-6,000- word essay for all the compulsory modules and the options (some option modules may be assessed differently, please check option information) (ii) by a 15,000-word dissertation. Staggering of essay deadlines allows for feedback and formative assessment.

**Cognitive and Thinking Skills:** These skills are assessed through the essays and the dissertation.

**Subject Specific Skills and Professional Behaviours and Attitudes:** The skills in C1-6 and C8-10 are tested through the assessment methods of essays and dissertation. C6 is tested mainly but not exclusively in the dissertation. C7 is included among the department's measures of student progress but for technical reasons (policies on anonymity, verification) it is informally assessed.

**Assessment of Transferable Skills:** D1-8 are repeatedly tested during the programme through the requirement to produce, by specified dates, written discussions, through the dissertation, the dedicated workshops, and through the adoption of seminars as the key learning medium. Attainment in D1-8 is measured in the assessed written work. D9 is an ubiquitous element of the programme: it is subject to formative tutor assessment by oral feedback.

Your written work is assessed with regard to (a) the Department's general assessment criteria, (b) the particular assessment criteria identified for a given module, and (c) the requirements of the specific essay or assignment undertaken.

The Department's general assessment criteria for written work are as follows and should be borne in mind throughout your work in your degree programme:

1. Relevance of discussion and argument to the topic; ability to discriminate between merely descriptive statements and critical analysis, and to identify pertinent issues with precision.
2. Ability to present, sustain and conclude fluently a discussion, investigation or complex argument based on close and imaginative engagement with the theories and text(s) in question, and to draw reasoned and logical conclusions.
3. Clarity of the work in terms of legibility, spelling, punctuation and grammar; and the professionalism of the presentation.

Assessed work is given a percentage mark. The following explanations will give an idea of how marks are assigned. (But note that marking criteria are flexible. An excellent discussion may be compromised by poor expression or organisation: an eloquent discussion may be fundamentally irrelevant. Examples of other factors adversely affecting a mark would be repetition, or manifest incompleteness or serious failure to meet the prescribed length.)

## Grading Criteria

| Mark    | Descriptor                                       | Specific Marking Criteria   |
|---------|--|---|
| 80-100% | Distinction<br><br>(Outstanding/<br>Exceptional) | Evidence of extensive relevant reading and an outstanding grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent.                      |
| 70-79%  | Distinction                                      | Mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and well substantiated independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and into context and/or secondary criticism; a professional standard of execution.         |
| 60-69%  | Merit  | Lucid and analytical discussion showing clear understanding of the principal issues raised by the question/topic, and making aptly selective use of module text(s) and concerns and of relevant contextual or secondary criticism in a structured way to reach substantiated conclusions. Well-articulated and presented to a good standard of professionalism. |
| 50-59%  | Pass   | Adequate discussion showing understanding of some of the issues raised by the question/topic, making use of module text(s) and concerns in a reasonably coherent way to reach sufficiently substantiated conclusions. Satisfactorily clear, with an adequate standard of presentation and execution.  |

|        |                               |   |
|--------|-------------------------------|---|
| 30-49% | Fail                          | At this level of study, an essay, dissertation or examination answer may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be fluently argued but lack adequate evidence of the student having understood the work set for the module; or it may be relevant and well-informed but incoherent in expression and argument. |
| 10-29% | Bad fail                      | A submission that shows a significant overall failure to achieve the appropriate learning outcomes. Written work shows no evidence of an attempt to address the question.   |
| 1-9%   | Very bad fail                 | A submission that does not even attempt to address the specified learning outcomes.   |
| 0%     | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.   |

## Mode of study

Full-time

## Programme structure

The programme is available in full-time (12 months) and part-time (24 months) modes. It awards a total of 180 credits. All students take four taught modules each worth 30 credits) and complete a dissertation (60 credits). Within the MA, you choose one of a number of possible pathways:

- Pathway in Modern and Contemporary American Literature and Culture
- Pathway in World Literature and Comparative Criticism
- Pathway in Literature of the Caribbean and its Diasporas
- Pathway in Critical Theory
- Pathway in Modern and Contemporary Literature
- Pathway in Romantic and Victorian Literature and Culture

The Pathway chosen determines which compulsory module you take and also determines the broad nature of the dissertation. In addition to the compulsory module, you also take three option modules which must be agreed by your Pathway Convenor; at least one of these must be in an area of study relevant to the chosen pathway. The compulsory module is taken in the first Term (in the first Term of the first year by part-time students). The

dissertation is also compulsory, and is submitted at the end of the first year by full-time students, and at the end of the second year in the case of part-time students. Full-time students take one option in the Autumn Term and two in the Spring Term. Part-time students take one option in the Spring Term of the first year, and one option in each of the Autumn and Spring Terms of the second year. All the department's modules, and especially the option modules, are informed by the research interests of staff.

The compulsory and optional modules are worth 30 credits each, while the dissertation is worth 60 credits. In accordance with Goldsmiths' general MA examination regulations, you must pass all assessed elements in order to be awarded the degree.

Part-Time Mode - Year 1:

Compulsory pathway module in the Autumn Term; one option module in the Spring Term.

Progression requirements Year 1 to Year 2: The compulsory module must be passed to progress to year 2. Any failed option must be retaken in Year 2.

Part-Time Mode - Year 2:

One option module in the Autumn Term; one option module in the Spring Term; dissertation (15,000 words; submitted in September).

Full time Mode:

You take four taught modules and write one dissertation (15,000 words). The compulsory pathway module is taken by all students in the Autumn Term. In the

Autumn Term you additionally take one option, followed by two options in the Spring Term. The dissertation subject is broadly within the area of the chosen path, and it is submitted in September.

### **Pathway in Modern and Contemporary American Literature and Culture**

| <b>Module Title</b>   | <b>Module Code</b> | <b>Credits</b> | <b>Level</b> | <b>Module Status</b> | <b>Term</b> |
|---|--------------------|----------------|--------------|----------------------|-------------|
| Introduction to Modern and Contemporary American Literature and Culture | EN71064B           | 30             | 7            | Compulsory           | 1           |

|   |          |    |   |            |        |
|---|----------|----|---|------------|--------|
| Dissertation (MA Literary Studies)          | EN71065B | 60 | 7 | Compulsory | 1-3    |
| Optional modules to the value of 90 credits | Various  | 90 | 7 | Optional   | 1 or 2 |

### Pathway in World Literature and Comparative Criticism

| Module Title   | Module Code | Credits | Level | Module Status | Term   |
|--|-------------|---------|-------|---------------|--------|
| Literature in the World: Encounters, Comparison, Reception | EN71060B    | 30      | 7     | Compulsory    | 1      |
| Dissertation (MA Literary Studies)                         | EN71065B    | 60      | 7     | Compulsory    | 1-3    |
| Optional modules to the value of 90 credits                | Various     | 90      | 7     | Optional      | 1 or 2 |

### Pathway in Literature of the Caribbean and its Diasporas

| Module Title                                  | Module Code | Credits | Level | Module Status | Term   |
|---|-------------|---------|-------|---------------|--------|
| Literature of the Caribbean and its Diasporas | EN71063A    | 30      | 7     | Compulsory    | 1      |
| Dissertation (MA Literary Studies)            | EN71065B    | 60      | 7     | Compulsory    | 1-3    |
| Optional modules to the value of 90 credits   | Various     | 90      | 7     | Optional      | 1 or 2 |

### Pathway in Critical Theory

| Module Title                                | Module Code | Credits | Level | Module Status | Term   |
|---|-------------|---------|-------|---------------|--------|
| Theories of Literature and Culture          | EN71061A    | 30      | 7     | Compulsory    | 1      |
| Dissertation (MA Literary Studies)          | EN71065B    | 60      | 7     | Compulsory    | 1-3    |
| Optional modules to the value of 90 credits | Various     | 90      | 7     | Optional      | 1 or 2 |

## Pathway in Modern and Contemporary Literature

| Module Title                                | Module Code | Credits | Level | Module Status | Term   |
|---|-------------|---------|-------|---------------|--------|
| Modern and Contemporary Literary Movements  | EN71062B    | 30      | 7     | Compulsory    | 1      |
| Dissertation (MA Literary Studies)          | EN71065B    | 60      | 7     | Compulsory    | 1-3    |
| Optional modules to the value of 90 credits | Various     | 90      | 7     | Optional      | 1 or 2 |

## Pathway in Romantic and Victorian Literature and Culture

| Module Title                                | Module Code | Credits | Level | Module Status | Term   |
|---|-------------|---------|-------|---------------|--------|
| Nineteenth-Century Literature: Romanticisms | EN71072A    | 30      | 7     | Compulsory    | 1      |
| Dissertation (MA Literary Studies)          | EN71065B    | 60      | 7     | Compulsory    | 1-3    |
| Optional modules to the value of 90 credits | Various     | 90      | 7     | Optional      | 1 or 2 |

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic

study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support. The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Employability and potential career opportunities**

Graduates of this programme have gone on to pursue careers in publishing, journalism, public relations, teaching, advertising, the civil service, business, industry, the media.

Skills: Transferable skills, including enhanced communication and discussion skills in written and oral contexts; the ability to analyse and evaluate a wide variety of spoken and written texts from informal as well as institutional settings; an understanding of the concept of communicative competence; the ability to organise information, and to assimilate and evaluate competing arguments.

## **Programme-specific requirements**

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

### **Intermediate Exit Points for the MA in Literary Studies**

Students may apply for the intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, if extenuating circumstance prevent the completion of the MA. These intermediate awards may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. The awards are made without classification. For the award of the Postgraduate Certificate, the compulsory module of the student’s MA in Literary Studies pathway must be passed, along with one optional module relevant to that pathway, amounting to 60 credits. For the award of Postgraduate Diploma to be awarded, the compulsory module of the student’s MA in Literary Studies pathway must be passed, along with three optional modules, at least one of which must be relevant to that pathway, amounting to 120 credits.

## **Programme-specific rules and facts**

### **Progression Requirement**

Part-time students must have passed the compulsory module for their particular pathway before proceeding to the final year of the programme. Any failed option must be retaken in year two.

### **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

### **Specific programme costs**

Not applicable