



Universiteit Leiden

# Course and Examination Regulations

valid as of 1 September 2016

Programme-specific section:

## Master's Programme: History (research)

These course and examination regulations have been drawn up in accordance with Section 7.13 of the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW) (henceforth the Act) and additional quality marks as set out in the framework document Leiden University Register of Study Programmes [*Leids universitair register opleidingen*].

Pursuant to Section 7.14 of the Act the Faculty Board regularly evaluates the course and examination regulations and assesses, for the purpose of monitoring and, if necessary, adjusting the study load, the time it takes students to comply with the regulations. In conformity with Section 9.18 of the Act, the department teaching committee is assigned the task of annually assessing how the course and examination regulations are implemented.

These course and examination regulations consist of two sections: a general section that is the same for all programmes and a section that contains information that is specific to a particular programme. This programme-specific section forms a whole with the general section, and only contains the articles with content that is specific to a particular programme.

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### Appendices

Appendix D – Curriculum

Appendix E – E-prospectus (see <https://studiegids.leidenuniv.nl>)

## Article 2.1 **Objectives of the Programme**

The programme has the following objectives:

1. to broaden and deepen the students' knowledge, understanding and skills, and train them in the use of scientific methods in the field of history;
2. to enable students to develop the following academic and professional skills:
  - the ability to solve academic problems independently, critically and creatively;
  - the ability to analyse complex problems;
  - the ability to clearly report academic results, both in writing and orally;
3. to prepare students for an academic career at a university for postgraduate programmes;
4. to prepare students for a non-academic career in the public or private sector for which advanced research skills and practical research experience are a prerequisite.

## Article 2.2 **Specialisations**

- Ancient History (research)
- Cities, Migration and Global Interdependence (research)
- Colonial and Global History (research)
- Europe 1000-1800 (research)
- Political Culture and National Identities (research)

## Article 2.3 **Achievement Levels**

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

### *I. Knowledge*

1. Thorough knowledge and comprehension of one of the specialisations as well as of the historiography of the specialisation, focusing particularly on the following:
  - in the specialisation Ancient History: unification processes in the Graeco-Roman World, 400 BC-400 AD; insight into the recent large-scale debates in the field with respect to both the history of mentality and socio-economic history;
  - in the specialisation Colonial and Global History: comprehension of how global (political, socio-economic, and cultural) connections interact with regional processes of identity and state formation; hence insight in cross-cultural processes (including the infrastructure of shipping and other modes of communication) that affect regions across the world such as imperialism, colonisation, islamisation, modernisation and globalization (in particular during the period 1200-1940);
  - in the specialisation Europe 1000-1800: broader processes of political, social and cultural identity formation between about 1000-1800; awareness of problems of periodization and impact of 'national' historiographical traditions on the field;
  - in the specialisation Cities, Migration and Global Interdependence: the manner in which migrations (of people, goods and ideas) between and within states have led to shifts (in cohesion, ethnic composition, policies, imaging, culture, and power relations) in the period 1600-2000, with a focus on (urban) networks (within and across borders);
  - in the specialisation Political Culture and National Identities: political practices, symbols and perceptions, nationalism, and national identities in a cultural and societal context from 1800;

2. Thorough knowledge and comprehension of the theoretical, conceptual and methodological aspects of the specialisation, with a particular focus on the following:
  - in the specialisation Ancient History: the comparative method; application of socio-scientific methods; specialised source knowledge, in particular of documentary sources, and more specifically epigraphy;
  - in the specialisation Colonial and Global History: empirical research from a comparative and connective perspective;
  - in the specialisation Europe 1000-1800: the ability to analyse and evaluate primary sources from the period in their original languages; ability to make use of relevant and state-of-the-art methods of quantitative and qualitative analysis to interpret sources in their textual and historical context;
  - in the specialisation Cities, Migration and Global Interdependence: the interdisciplinary approach (application of theories and methods from social sciences), the comparative perspective (diachronic and synchronic) and working with a large variety of primary sources;
  - in the specialisation Political Culture and National Identities: international comparison and transfer; the analysis of the specific perspectives of secondary studies; a cultural-historical approach of politics and a political-historical approach of culture;
3. Thorough knowledge and comprehension of the theoretical foundation of the discipline and of its position vis-à-vis other disciplines;
4. Knowledge and awareness of the relevance of disciplines related to the specialisation and the ability to evaluate their significance for the students' own topics of study. Thorough knowledge and understanding of the interdisciplinary aspects of the specialisation, both with regard to other historical specialisations and to related fields.

## *II. Skills*

1. The ability to independently identify and select literature, using traditional and modern techniques;
2. The ability to independently identify and select sources, using traditional and modern techniques;
3. The ability to analyse and evaluate a potentially complex corpus of sources with a view to addressing a particular historical problem;
4. The ability to analyse and evaluate literature with a view to addressing a particular historical problem;
5. The ability to independently formulate a clear and well-argued research question, taking into account the theory and method of the field and to reduce this question to accessible and manageable sub-questions;
6. The ability to independently set up and carry out an original research project which raises new questions, pioneers new approaches and/or points to new directions for future research;
7. The ability to give a clear and well-founded oral and written report on research results in correct English meeting the criteria of the discipline;
8. The ability to participate in current debates in the specialisation;
9. The ability to apply knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study;
10. The ability to participate in a discussion of the theoretical foundations of the discipline.

### III. Academic attitude

Graduates of this programme are in possession of the following:

1. The ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, including the ability to reflect on social and ethical responsibilities linked to the application of knowledge and judgments;
2. The ability to reflect on one's own professional integrity and moral conduct;
3. The ability to provide constructive feedback to and formulate criticism of the work of others and the ability to evaluate the value of such criticism and feedback on one's own work and incorporate it;
4. Understanding of the relevance for society of the historical discipline in general and the specialisation in particular.

#### Article 2.5 **Study Load**

The programme has a study load of 120 credits.

#### Article 2.8 **Language of Instruction**

In compliance with the Code of Conduct regarding Language of Instruction [*Gedragcode voertaal*<sup>1</sup>] the language of instruction and examination of the programme is English. Students are expected to have an adequate command of the language of instruction of the programme.

#### Article 3.1 **Compulsory Components**

3.1.1 The programme includes compulsory components totalling a study load of 120 credits. These compulsory components include the optional courses [*keuzevakken*] from which a student is obliged to choose. These compulsory components also include 10 credits for electives offered by the recognised national research schools.

#### Article 4.2 **Obligatory Order**

4.2.1 Not applicable.

#### Article 4.3 **Examination Formats**

4.3.7 The Research MA History is rounded off with an oral examination, during a public ceremony, in which students have to defend their MA thesis and be able to discuss additional scholarly literature. The Board of Examiners includes the performance in this oral examination in its considerations in deciding on awarding a distinction as referred to in article 4.12.6. According to article 4.12.8 the Board of Examiners can hereby not deviate by more than 0.5 point from the distinction indicated by the weighted average.

#### Article 5.2 **Admission to the academic year 2016-2017 and following years**

5.2.1 Not applicable.

5.2.2 The Board of Admissions may, on request, grant admission to the programmes to persons who do not meet the requirements specified in 5.2.1 but who can demonstrate to the satisfaction of the Board of Admissions that they possess an equal level of knowledge, understanding and skills as the holders of a degree specified in 5.2.1, possibly under conditions to be further determined, without prejudice to the requirements in 5.2.4.

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<sup>1</sup> The Code of Conduct on the Language of Instruction and Examination [*Gedragcode voertaal*] was adopted by the Executive Board on 28 May 2013 and can be found on the following website: [media.leidenuniv.nl/legacy/language of instruction.pdf](http://media.leidenuniv.nl/legacy/language%20of%20instruction.pdf).

5.2.4 Alongside the requirements specified in 5.2.1 and 5.2.2, the following qualitative admission requirements apply for the programme pursuant to Article 7.30b, second paragraph, of the Act:

- have earned the degree of Bachelor at a university, equivalent to the level of a Dutch academic Bachelor's degree, or demonstrate to meet the requirements for such a degree, including the General Academic Skills listed in Appendix C; and
- have affinity with and suitability for scholarly research, demonstrated by good grades comparable with an average mark of at least 7.5 (Dutch grading system) for their entire bachelor's programme, and a grade for the bachelor's thesis of an 8 or higher; and
- are sufficiently proficient in the language of instruction, to be assessed by the Faculty Board (English IELTS 7.0, TOEFL 100 (internet-based) or Cambridge English: Proficiency (CPE)); and
- have completed a bachelor's programme in History or a comparable degree with a relevant specialisation; and
- possess appropriate qualities regarding knowledge, understanding and skills; students should:
  - be able to conduct independent empirical research;
  - be able read academic literature and reflect critically on it;
  - have knowledge of general history and be able to present their findings (based on a critical reading of the literature or based on empirical research) in a systematic and analytical manner;
  - be able to write a thesis with proper references to the literature; and
- have sufficient knowledge of languages (other than English) relevant for study and research within the chosen specialisation.

5.2.5 If the Executive Board has determined a maximum capacity for the programme, the order of admission will be determined by the qualitative admission requirements as referred to in Article 5.2.4 and Appendix F.

#### Article 5.4 **Bridging Programmes (Premasters)**

Not applicable.