



Universiteit Leiden

Course and Examination Regulations

valid from 1 September 2019

Programme-specific section:

Bachelor's Programme: International Studies

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Regulation on the Binding Student Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees.

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 degree programmes and
- a section that contains information specific to a particular degree programme.

This programme-specific section forms a whole together with the general section and only includes the articles that contain details specific to a particular programme.

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Chapter 2 Description of the Programme

Article 2.1 Objectives of the programme

The aim of the programme is to promote the student's academic development in terms of knowledge, understanding and skills in the field of International Studies to such an extent that:

- the student meets the entry requirements for admission to the master's programmes that follow on from the bachelor's programme;
- the student is able to work in positions for which undergraduate-level academic knowledge and skills in the above field are required or desirable.

Article 2.2 Specialisations

Not applicable.

Article 2.3 Learning outcomes

The Bachelors of Arts in International Studies provides students with the tools to investigate globalization, and its regional effects, from a humanities perspective. They study these effects through the prism of four disciplinary perspectives: culture, history, politics and economics, coupled with in-depth knowledge of one of eight world regions. The humanities perspective is ensured by placing an understanding of the historic and cultural context central in the programme, and linking this directly to the political and economic conditions. Students learn to apply the acquired knowledge of the four disciplinary approaches in the analysis of a geographical area of their choice with the aid of a language native to that area.

Graduates of the programme who started before the academic year 2017-2018 have attained the following learning outcomes, listed according to the Dublin descriptors:

A. Knowledge and understanding

1. Knowledge and understanding of the most important classic and contemporary theories necessary for the understanding of the regional effects of globalization, used in the disciplines offered in the programme:
 - history;
 - culture (including cultural studies and socio-linguistics);
 - economics;
 - politics and international relations.
2. Knowledge and understanding of key concepts and concept structures used in the disciplines offered in the programme necessary for the understanding of the regional effects of globalization.
3. Basic knowledge and understanding of disciplinary methodologies used in the programme relevant for an understanding of the regional effects of globalisation'.
4. Knowledge and understanding of the history, culture, economy and politics of one of the eight geographical areas defined by the programme:
 - Africa;
 - East Asia;
 - Europe;
 - Latin America;

- Middle East;
 - North America;
 - Russia and Eurasia;
 - South Asia and Southeast Asia.
5. Knowledge of the historical, cultural, political and economic aspects of international relations.
 6. Knowledge and understanding of the historical, cultural, economic and political developments in the chosen geographical area from a global perspective.
 7. In-depth knowledge of a specific aspect of a geographical area in its global context.

B. Specific academic skills

1. The ability to analyse and critically reflect on a specific issue within the field of study of International Studies from a multidisciplinary perspective.
2. The ability to analyse aspects of the historical, cultural, economic and political developments of the chosen geographical area from a global perspective.
3. Basic ability in all aspects (listening, reading, speaking and writing) of one modern language, other than English, which is connected to the geographical area the student has chosen, and is different from the student's native tongue.
The level to be reached is at least CEFR level:

Language	Reading	Writing	Listening	Speaking
Arabic	A2	A2	A2	A2
Dutch	B1+	A2+	B1	A2+
French	B1+	A2+	B1	A2+
German	B1+	A2+	B1	A2+
Hebrew	B2	B1	B2	B1
Hindi	B1	A2	B1	B1
Indonesian	B1	B1	B1	B1
Japanese	B1	A2	B1	A2
Korean	B1	B1	A2+	A2+
Mandarin	A1+	A1+	A1+	A1+
Persian	B1	A2	B1	A2
Portuguese	B1+	A2+	B1	A2+
Russian	B1	A2	B1	A2
Spanish	B1+	A2+	B1	A2+
Swahili	B1	A2+	B1	A2+
Turkish	A2+	A2+	A2+	A2+

4. The ability to apply research methods relevant to the field of International Studies.
5. The ability to operate in a multicultural academic and professional environment.
6. The ability to apply the acquired knowledge and skills in non-academic, professional contexts.
7. The ability to analyse and critically reflect on relevant knowledge and insights as laid out in scientific literature within the disciplines that are offered in the programme.
8. The ability to formulate an opinion with regard to the field of study of International Studies, taking into account the relevant aspects (social, societal, academic and/or ethical).

9. The ability to work with others, give and receive feedback to and from peers in a constructive fashion and make use of constructive criticism to revise one's own point of view or own argumentation.

Furthermore, each humanities programme at Leiden University trains students in the general academic skills formulated by the Faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills as specified in Appendix A of the general section.

Graduates of the programme who started in or after the academic year 2017-2018 have attained the following learning outcomes, listed according to the Dublin descriptors:

A. *Knowledge and understanding*

1. Knowledge and understanding of the most important classic and contemporary theories necessary for the understanding of the regional effects of globalization, used in the disciplinary approaches offered in the programme:
 - history;
 - culture (including cultural studies and socio-linguistics);
 - economics (including political economy);
 - politics and international relations.
2. Knowledge and understanding of key concepts and concept structures used in the disciplines offered in the programme necessary for the understanding of the regional effects of globalization.
3. Basic knowledge and understanding of disciplinary methodologies used in the programme relevant for an understanding of the regional effects of globalisation.
4. A further knowledge and understanding of qualitative and quantitative methods used in at least one of the disciplines in the programme.
5. Knowledge and understanding of the history, culture, economy and politics of one of the eight geographical areas defined by the programme:
 - Africa;
 - East Asia;
 - Europe;
 - Latin America;
 - Middle East;
 - North America;
 - Russia and Eurasia;
 - South Asia and Southeast Asia.
6. Knowledge of the historical, cultural, political and economic aspects of international relations.
7. Knowledge and understanding of the historical, cultural, economic and political developments in the chosen geographical area from a global perspective.
8. In-depth knowledge of a specific aspect of a geographical area in its global context.

B. *Specific academic skills*

1. The ability to analyse and critically reflect on a specific issue within the field of study of

- International Studies from a multidisciplinary perspective.
2. The ability to analyse aspects of the historical, cultural, economic and political developments of the chosen geographical area from a global perspective.
 3. Basic ability in all aspects (listening, reading, speaking and writing) of one modern language, other than English, which is connected to the geographical area the student has chosen, and is different from the student's native tongue.
The level to be reached is at least CEFR level:

Language	Reading	Writing	Listening	Speaking
Arabic	A2	A2	A2	A2
Dutch	B1+	A2+	B1	A2+
French	B1+	A2+	B1	A2+
German	B1+	A2+	B1	A2+
Hebrew	B2	B1	B2	B1
Hindi	B1	A2	B1	B1
Indonesian	B1	B1	B1	B1
Japanese	B1	A2	B1	A2
Korean	B1	B1	A2+	A2+
Mandarin	A1+	A1+	A1+	A1+
Persian	B1	A2	B1	A2
Portuguese	B1+	A2+	B1	A2+
Russian	B1	A2	B1	A2
Spanish	B1+	A2+	B1	A2+
Swahili	B1+	A2+	B1	A2+
Turkish	A2+	A2+	A2+	A2+

4. The ability to work with written and/or audio(visual) sources in one modern language, other than English, which is connected to the area the student has chosen.
5. The ability to apply research methods relevant to the field of International Studies that are current in at least one of the disciplines in the programme.
6. The ability to operate in a multicultural academic and professional environment.
7. The ability to apply the acquired knowledge and skills in non-academic, professional contexts.
8. The ability to analyse and critically reflect on relevant knowledge and insights as laid out in scientific literature within the disciplines that are offered in the programme.
9. The ability to formulate an opinion with regard to the field of study of International Studies, taking into account the relevant aspects (social, societal, academic and/or ethical).
10. The ability to work with others, give and receive feedback to and from peers in a constructive fashion and make use of constructive criticism to revise one's own point of view or own argumentation.

Furthermore, each humanities programme at Leiden University trains students in the general academic skills formulated by the Faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills as specified in Appendix A of the general section.

Article 2.9 Language of instruction

2.9.1. In compliance with the Code of Conduct on the Language of Instruction [*Gedragcode voertaal*¹], the language of instruction and examination of the programme is English. Students are expected to have an adequate command of the language of instruction and examination in the programme, in accordance

¹ [Code of Conduct Language of Instruction.](#)

with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes OER in English for English-taught programmes.

2.9.2. Contrary to Article 2.9.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.²

Chapter 3 Curriculum

Article 3.2 Optional components

3.2.6 Contrary to Article 3.2.2, students may not choose the following minor programmes at Leiden University, Delft University of Technology or Erasmus University Rotterdam because their content is similar, fully or in part, to compulsory components in the programme:

- American Studies (for students who have chosen North America as their area of specialisation);
- Chinese Economy and Society (for students who have chosen East Asia as their area of specialisation);
- Latijns-Amerikastudies (Spaans/Portugees) (for students who have chosen Latin America as their area of specialisation).

On request, the Board of Examiners can provide a list of courses within these minors with similar content to courses within the programme. Where possible, the Board of Examiners will indicate which alternative courses could replace those, in order for students to complete the above mentioned minors.

Article 3.4 Sitting examinations and taking part in programme components

3.4.2. Allocation procedures based on assessment of students' preference rankings can be applied in situations in which this enables more effective enrolment.

Chapter 4 Examinations and Final Examination

Article 4.2 Obligatory sequence

4.2.1 The e-Prospectus specifies the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

<i>Component:</i>	<i>Participation in class and examination after passing:</i>
Foreign language 2	Foreign language 1
Foreign language 3	Foreign language 2
Language in Practice	Foreign language 2
Thesis seminar BA thesis	One of the Elective courses or Thematic seminars; 100 curricular ECs.

² [Guideline on Language Policy](#)

Article 4.6 **Assessment**

4.6.4. For those components of the elective credits in the programme that are obtained at a foreign university, the Board of Examiners will refrain from awarding a numerical grade and instead express the assessment in terms of pass/fail. Assessments that are expressed in terms of pass/fail do not count towards the judicium.

Chapter 6 Student Counselling and Study Advice

Article 6.3 **Study advice**

6.3.2 The programme imposes additional requirements regarding components that have to be completed for the first binding study advice referred to in 6.3.1. These are listed in the faculty section of the OER.

Chapter 7 Evaluation of the programme

Article 7.1 **Evaluation of the programme**

The programme is evaluated as follows:

- course evaluations
- programme evaluation