



Universiteit Leiden

# Course and Examination Regulations

valid as of 1 September 2019

Programme-specific section:

## Bachelor's Programme: South and Southeast Asian 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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### Appendices

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

## 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 South and Southeast Asia 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

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

#### Knowledge and understanding

1. General knowledge of the language map of South and Southeast Asia and of the position of the languages of this region, in particular Hindi, Indonesian, Sanskrit and Tibetan, within language families;
2. General knowledge of different scholarly approaches to language;
3. Insight into the functioning of language in various socio-political contexts in South and Southeast Asia;
4. Basic knowledge of historical and current developments in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the study of history;
5. Basic knowledge of the history and institutions of at least one of the major religions in South and Southeast Asia (Buddhism, Hinduism, Islam), and a broad knowledge of the study of religion;
6. Basic knowledge of various cultural expressions (language, literature, art and material culture, performing arts, popular culture) in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the various scholarly approaches to these cultural expressions;
7. Deeper knowledge of, and insight into, one of the two specialized areas of study in the programme (1. Modern South and Southeast Asia or 2. Classical Cultures of South and Southeast Asia);
8. Knowledge of, and insight into, the history and state of the art of the study of South and Southeast Asia.

#### Applying knowledge and understanding

9. Language proficiency: the learning outcomes with regard to the component language acquisition depend on the chosen language (Hindi, Indonesian, Sanskrit, or Tibetan) and the level at which the student completes this component. The minimum allowable completed language component is 40 EC;

Aims and objectives of the *Common European Framework of Reference for Languages*

<i>Hindi:</i>	<i>Propaedeutic</i>	<i>Bachelor</i>
Listening	A1	B1
Reading	A2	B2
Spoken interaction	A1	B1
Spoken production	A1	B1
Writing	A1	B1

<i>Indonesian:</i>	<i>Propaedeutic</i>	<i>Bachelor</i>
Listening	A2	B2
Reading	B1	B2
Spoken interaction	A1	B1
Spoken production	A2	B2
Writing	A2	B2

#### *Sanskrit*

Knowledge and understanding of the idiom of different text genres in classical Sanskrit; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context;

#### *Tibetan*

Knowledge and understanding of the idiom of different text genres in classical Tibetan; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context.

#### **Judgement**

10. The ability to answer basic research questions regarding the study of South and Southeast Asia using secondary sources and, depending on the language chosen and the level achieved in this language, primary sources;

#### **Learning skills**

11. Ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective.

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*<sup>1</sup>], the languages of instruction and examination of the programme is English. Students are expected to have an adequate command of the language(s) of instruction and examination in the programme, in accordance 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.<sup>2</sup>

<sup>1</sup> [Code of Conduct on Language of Instruction](#)

<sup>2</sup> [Guideline on Language Policy](#)

## Chapter 3 Curriculum

3.2.6 Not applicable

## 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>
Hindi 2	Hindi 1
Hindi 3	Hindi 2
Hindi 4	Hindi 3
Hindi Literature	Hindi 4
Sanskrit 2	Sanskrit 1 <i>or</i> Vedisch Sanskrit (for students of VIET)
Sanskrit 3	Sanskrit 2
Sanskrit 4	Sanskrit 3
Advanced Readings in Sanskrit Literature	Sanskrit 4
Indonesian 2	Indonesian 1
Indonesian 3	Indonesian 2
Indonesian 4	Indonesian 3
Indonesian 5	Indonesian 4
Tibetan 2	Tibetan 1
Tibetan 3	Tibetan 2
Tibetan 4	Tibetan 3
Tibetan 5	Tibetan 4
Living Histories: Locating Pasts in Southern Asia	At least 45 EC from the first year (propaedeutics) of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Classical Cultures of SSEA: Seminar I, and Premodern History of SSEA <i>or</i> Histories of Modern SSEA <i>or</i> Nation, Community, Self
Seminar II: Heritage of South and Southeast Asia <i>or</i> Futures of South and Southeast Asia <i>or</i> Current Affairs of South and Southeast Asia	At least 45 EC from the first year (propaedeutics) of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Classical Cultures of South and Southeast Asia: Seminar 1

Seminar III: Heritage of South and Southeast Asia <i>or</i> Futures of South and Southeast Asia <i>or</i> Current Affairs of South and Southeast Asia	Propaedeutics exam and 45 EC of the second year of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Seminar II: Heritage of South and Southeast Asia <i>or</i> Seminar II: Futures of South and Southeast Asia <i>or</i> Seminar II: Current Affairs of South and Southeast Asia
Iconography of South and Southeast Asia	Classical Cultures of South and Southeast Asia: Seminar 1
Hindu Myths in the Art of South and Southeast Asia	Introduction to Hinduism (preferably) <i>or</i> Premodern Histories of SSEA <i>or</i> Classical Cultures of SSEA: Seminar I
Islam in Southeast Asia: The Basics	Introduction to the Study of Islam
Islam in the Modern World	Introduction to the Study of Islam
Modern Media in South and Southeast Asia	Histories of Modern South and Southeast Asia <i>or</i> Nation, Community, Self: Questions of Culture in South and Southeast Asia
Oral Traditions of South and Southeast Asia	At least 45 EC from the first year (propaedeutics) of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Hindi 2 <i>or</i> Sanskrit 2 <i>or</i> Tibetan 2 <i>or</i> Indonesian 2
Architecture: the Temple and the Stupa	Premodern Histories of SSEA <i>or</i> Introduction to Hinduism <i>or</i> Introduction to Buddhism
Politics of Southeast Asia	State, Politics and Economy in Modern South and Southeast Asia
Economies of South and Southeast Asia	State, Politics and Economy in Modern South and Southeast Asia
Study abroad programme (third year)	- Propaedeutics - at least 45 EC of the second year including Indonesian 4, Hindi 4, Sanskrit 4 <i>or</i> Tibetan 4 - Seminar II: Heritage of South and Southeast Asia <i>or</i> Seminar II: Futures of South and Southeast Asia <i>or</i> Seminar II: Current Affairs of South and Southeast Asia
Bachelor's thesis	Propaedeutics and second year of bachelor's programme in South and Southeast Asian studies

## 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