



Universiteit Leiden

Course and Examination Regulations

valid as of 1 September 2020

Programme-specific section:

Bachelor's Programme: Nederlandkunde/Dutch 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 Dutch Studies (Dutch language, culture and society) 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

The programme has the following specialisations:

- Literature
- Linguistics
- Art History
- History

In 2021-2022 the programme will have the following specialisations:

- Language
- Culture

Article 2.3 Learning outcomes

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

I.

A. Knowledge and understanding

- a) knowledge and understanding of the content and scope of the discipline of Dutch language, culture and society, and thus:
 - of the systematics, foundation and historical development of the Dutch language;
 - an overview of the main writers, literary movements and works of Dutch literature, and of the characteristics of the most important literary histories
 - an overview of the history of the Netherlands and of Dutch art and cultural history;
 - aspects of contemporary Dutch culture and society.
- b) knowledge and understanding of the key terms, instruments, research methods, techniques and theory that are used in the field of Dutch language and culture.

B. Applying knowledge and understanding

- a) the ability to apply acquired knowledge and insights in the discipline of Dutch Language and Culture, and to construct arguments in this context, as well as to undertake problem-solving activities;
- b) the ability to use acquired knowledge and insights to form an opinion related to new topics in the discipline of Dutch Language and Culture, while including relevant academic and,

where applicable, social and ethical aspects.

C. Judgement

the ability, using the acquired knowledge and understanding, to independently form a well-reasoned opinion on a topic in the discipline of Dutch language, culture and society that they have not yet covered including the reflection of relevant scientific and, if applicable, social and ethical issues.

D. Communication

the ability to explain the knowledge and insights acquired, in clear terms and supported by sound arguments, in a verbal and written report that meets the criteria set by the Dutch Studies discipline.

E. Learning Skills

- a) the ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective and to reflect on that.
- b) the learning skills that are required to follow a relevant master's programme.

II. In addition to the above learning outcomes, the following learning outcomes apply for the specialisation *Literature*:

Knowledge and understanding

- a. have knowledge and understanding of a representative body of literary texts, authors and genres from the Middle Ages to the present day and of the most important approaches in the discipline;

Applying knowledge and understanding

- b. are able to apply the knowledge and understanding they have acquired by placing the most important writers, texts and movements in a literary-historical context;

Judgement

- c. are able to compose a relevant academic question, to analyse and interpret a literary text in a scholarly way and to report on this.

III. In addition to the above learning outcomes, the following learning outcomes apply for the specialisation *Linguistics*:

Knowledge and understanding

- a. have knowledge of the basic phonological, morphological, syntactic and semantic properties of Dutch;

Applying knowledge and understanding

- b. are able to apply the knowledge and understanding of the most important research questions, research methods, theories and findings to the field of second language acquisition;

Judgement

- c. are able to compose a relevant academic research question, to analyse spoken and written language in a scholarly way and to report on this.

IV. In addition to the above learning outcomes, the following learning outcomes apply for the specialisation *Art History*:

Knowledge and understanding

- a. have knowledge of aspects of visual arts in the Netherlands from the Middle Ages to the present day and have an understanding of the most important approaches in the discipline;

Applying knowledge and understanding

- b. are able to apply the acquired knowledge and understanding by placing the most important Dutch works of arts and movements, the influence of Dutch art abroad and the interaction between Dutch and foreign artists in a historical and cultural context;

Judgement

- c. are able to compose a relevant academic research question, to analyse the above art-history topics in a scholarly way and to report on this.

V. In addition to the above learning outcomes, the following learning outcomes apply for the specialisation *History*:

Knowledge and understanding

- a. have knowledge of aspects of the history of the Netherlands from prehistory down to the present day and important approaches in the discipline;

Applying knowledge and understanding

- b. are able to apply the knowledge and understanding they have acquired by placing the most important developments in a historical and (inter)cultural context;

Judgement

- c. are able to compose a relevant academic research question, to analyse a historical topic in a scholarly way and to report on this.

VI. Graduates have a command of the Dutch Language at the levels specified below, according to the Common European Framework of Reference for Languages:

	<i>Propaedeutic</i>	<i>Bachelor</i>
Listening	B1/B2	C1
Reading	B1/B2	C1
Spoken interaction	B1	B2
Spoken production	B1	B2
Writing	B1	B2

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. Subject to the Code of Conduct on the Language of Instruction [*Gedragscode voertaal*¹], the language in which the instruction is given and in which the examinations and final examinations are held are Dutch and English. Students are expected to have an adequate command of the language(s) of

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

instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the Course and Examination Regulations in English for English-taught programmes.

2.9.2. Contrary to Article 2.9.1, 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 Not applicable.

Chapter 4 Examinations and Final Examination

Article 4.2 Obligatory Sequence

4.2.1 The 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>
Oral Proficiency: presentation and debating - Language Acquisition II	Spreken/Luisteren 1B - Taalverwerving I
Vocabulary/Writing - Language Acquisition II	- Writing/Grammar I B - Language Acquisition I - Reading/Vocabulary 1B - Language Acquisition I
Grammar - Language Acquisition II	Writing/Grammar 1B - Language Acquisition I
Grammar/Writing - Language Acquisition II	- Grammar - Language Acquisition II - Vocabulary/Writing - Language Acquisition II
Analysis of Literary Texts - Language Acquisition II	Reading/Vocabulary 1B - Language Acquisition I
Methods of Linguistic, Literary and Historical Research	propaedeutic in Dutch Studies
Academic Writing - Language Acquisition III	all components of Language Acquisition II
Thesis Seminar	all components of the first and second year and Academic Writing, Language Acquisition III
Bachelor's Thesis	all components of the first and second year and Academic Writing, Language Acquisition III

² [Guideline on Language Policy](#)

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

The Programme Committee advises the Programme Board based on the outcomes of the evaluation.

Appendix E Transitional provisions

Due to changes in the Dutch Studies programme as of September 1, 2020, some of the first year components changed. Students from cohort 2019-2020 and earlier can consult the following chart to see which transitional arrangement is valid if a first year component, not offered in 2020-2021 any longer, still needs to be done.

Transition arrangement, 1 st year components BA Dutch Studies	
Course in old programme	Transition arrangement
Dutch Painting 1400-1950 10 EC	Two options: a. Dutch Painting 5 EC + paper of 5 EC (to be discussed with dr. Marion Boers) b. Dutch Painting 5 EC + Dutch Culture en Society of the Netherlands 5 EC (course in second term)
Taalanalyse 5 EC	Inleiding Nederlandse taalkunde (course in second year) + paper 5 EC (to be discussed with dr. Johanneke Caspers)
Analyse van Nederland in moderne films 5 EC	Representatie van Nederland in moderne film en literatuur 5 EC