



Universiteit Leiden

Course and Examination Regulations

valid as of 1 September 2023

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 Study Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees;
- the Online Proctoring Protocol;
- the Guidelines for Elective Credits and Minors.

The model OER are laid down in Dutch and then translated into English. In the event that there are differences between the two versions, the Dutch version will prevail.

Pursuant to Section 7.14 of the Act the Faculty Board regularly evaluates the OER 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 OER are implemented.

These OER consist of two sections:

- a general section that is the same for all bachelor's programmes; and
- a section that contains information specific to a particular bachelor's programme.

This programme-specific section forms a whole together with the faculty section and only includes the articles that contain details specific to a particular programme. Other sections are included in the faculty section.

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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

Not applicable.

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

Students have:

- 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;
 - of the main Dutch writers, works, genres and literary movements;
 - of the history and art history of the Netherlands;
 - of aspects of contemporary Dutch culture and society.
- b) knowledge and understanding of the key terms and most important instruments, research methods, techniques and theory that are used in the field of Dutch language and culture.
- c) further knowledge and insight into either Language or Culture:
 - Language:
 - knowledge and understanding of the key terms of Dutch syntax, phonology, morphology, semantics, sociolinguistics and the historical developments of Dutch.
 - Culture:
 - knowledge and understanding of a representative body of literary authors, texts and genres and artistic movements from the Middle Ages to the present day and of the most important literary histories, theory and approaches in the field of Dutch Studies;
 - a global overview of the art history and history of the Netherlands.

B. Applying knowledge and understanding

Students have the ability:

- a) 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) to use acquired knowledge and insights to form an opinion related to recent topics in the discipline of Dutch Language and Culture, while including relevant academic and, where applicable, social and ethical aspects;
- c) to analyse and evaluate scholarly articles and book chapters and to report on this.
- d) to apply the knowledge and understanding, either of the most important research questions, methods, theories and findings to the field of linguistics and second language acquisition, or by placing texts and other cultural artifacts, authors, genres and movements in a historical context.

C. Judgement

Students have the ability:

- a) 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 on relevant scientific and, if applicable, social and ethical issues.
- b) to compose a relevant academic research question, either to analyse spoken and written language in a scholarly way, or to analyse and interpret a literary or cultural topic, and to report on this.

D. Communication

Students have 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

Students have:

- 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 ability to work both individually and in a group on assignments (including peer-review), that is: to plan and work result-oriented;
- c) the learning skills that are required to follow a relevant master's programme.

II.

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

III.

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 instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the OER 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

3.2.7 Contrary to Article 3.2.3, students may not choose the following minor programmes from Leiden University, the TU Delft or the Erasmus University Rotterdam, because their content is similar, fully or in part, to compulsory components in the programme:

Minor Tweedetaalverwerving (Second-language acquisition): for Dutch Studies students in the Linguistics track who take in-depth courses Tweedetaalverwerving: de invloed van moedertaal en taalaanleg (Second Language Acquisition: the Influence of Native Language and Aptitude) and Tweedetaalverwerving: didactiek en toetsing (Second Language Acquisition: Didactics and Testing).

All Dutch Studies students taking the *Minor Second Language Acquisition*, must replace the minor course that overlaps with the course Inleiding Tweedetaalverwerving (Introduction to Second Language Acquisition) already taken in the BA-Dutch Studies programme. Prior to taking this minor, student submit a replacement component to the Examination Board responsible for the minor (Neerlandistiek) for approval.

Dutch Studies students taking the *Minor Digital Humanities and Artificial Intelligence* must replace the minor course that overlaps with the course Digital text and Data Analysis already taken in the BA Dutch Studies programme. Prior to taking this minor, students submit a replacement component to the Examination Board responsible for the minor (Neerlandistiek) for approval.

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 Presentations about Language/Linguistics, Language Acquisition II	Speaking/Listening 1B – Language Acquisition I
Writing about Culture. Language Acquisition II	- Writing/Grammar I B - Language Acquisition I

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

² [Guideline on Language Policy](#)

	- Reading/Vocabulary 1B - Language Acquisition I
Obstacles in Learning Dutch as a Second language	Writing/Grammar 1B - Language Acquisition I
Introduction to Second Language Acquisition, Linguistics II	Writing/Grammar 1B - Language Acquisition I
Writing about Language, Language Acquisition II	Writing about Culture. Language Acquisition II
Analysis of Poetry and Prose, Culture II	Reading/Vocabulary 1B - Language Acquisition I
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

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 F Transitional provisions

Changes in the programme

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

Transition arrangement, 1st 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

Transition arrangement, 2nd year components BA Dutch Studies	
Old component	Replacement
Grammar, Language Acquisition II	Obstacles in Learning Dutch as a Second language
Vocabulary/Writing Language Acquisition II	Writing about Culture, Language Acquisition II
Oral Proficiency: Presentation and Debating, Language Acquisition II	Oral Presentations about the Language, Language Acquisition II
Writing/Grammar, Language Acquisition II	Writing about Language, Language Acquisition II
Methods of Linguistic, Literary and Historical Research	An extra In-Depth Module according to the chosen specialisation
Introduction to Linguistics	Introduction to Dutch Linguistics
Analysis of Literary Texts, Language Acquisition II	Analysis of Poetry and Prose, Culture II

Transition arrangement, 3rd year components BA Dutch Studies	
Old component	Replacement
Oral Exam on the Departmental Reading List	In-depth specialisation course

Learning outcomes

For students who started with the programme in 2018-19 or earlier, the following learning outcomes apply: 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 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

VII. 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.