



**rijksuniversiteit  
groningen**

FACULTY OF ARTS

TEACHING AND EXAMINATION REGULATIONS (OER)

**Part B: Bachelor's degree programme in  
History**

**for academic year 2017-2018**

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## SECTION 1 GENERAL PROVISIONS

### Article 1.1 - Applicability of the Teaching and Examination Regulations (OER)

These Regulations comprise two parts – Part A and Part B. This degree programme-specific Part B supplements Part A, which contains general stipulations for the teaching and examinations of the Bachelor's degree programmes taught at the Faculty of Arts, hereinafter referred to as **the Faculty**. Part B contains degree programme-specific provisions which apply to the degree programme in **History**.

## SECTION 2 QUALIFICATIONS

### Article 2.1 - Admission to the degree programme *with profile requirement*

Notwithstanding the provisions of Article 2.1. of Part A of these Teaching and Examination Regulations, the following supplementary requirements apply to this degree programme: N/A.

### Article 2.2 – Educational deficiencies

1. Deficiencies in educational qualifications in the subjects listed below may be compensated for by passing the relevant examinations to the satisfaction of the Admissions Board at the level of: N/A
2. Under certain circumstances, the Admissions Board can request a university lecturer in the relevant subject to arrange one or more tests.

### Article 2.3 – Language requirement for foreign certificates

1. Students who have been admitted to a degree programme on the basis of a foreign certificate or degree may be required by the Admissions Board – before registration – to pass a Dutch language test, to be administered by an agency stipulated by the Admissions Board.
2. The Dutch language proficiency requirement will be met by passing the State Examination in Dutch as a Second Language (NT2-II).

### Article 2.4 – Starting date

Notwithstanding the provisions of Article 2.7 of Part A, the following requirements apply to this degree programme:

Students who were previously registered for this degree programme or who wish to register for a senior year may request the Admissions Board to grant them admission at another time than on 1 September. The Admissions Board will grant permission for an alternative starting date if the specific course units that the student in question wishes to follow start on this date and if the student has satisfied the entry requirement for these course units.

## SECTION 3 CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME

### Article 3.1 – Learning outcomes of the degree programme

Description of the Bachelor's level in accordance with the Dublin descriptors	Learning outcomes of the degree programme
<b>1. Knowledge and understanding:</b> Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst support-	<b>Bachelor's graduates in History must demonstrate:</b> 1. a broad and well-balanced knowledge and understanding of the main points in the political, cultural, economic and social aspects of all historical periods, from Antiquity down to the present day

<p>ed by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<ol style="list-style-type: none"> <li>2. knowledge and understanding of the main current and historiographical developments in historical sciences with regard to themes, theory and methodology</li> <li>3. knowledge and understanding of the historical contexts of contemporary developments in local, national, regional, supraregional and international/global complexity, diversity and coherence</li> <li>4. the ability to read and comprehend a number of languages, in particular English, at a level such that an academic debate in that language can be followed*</li> <li>5. knowledge and understanding of an additional (historical) specialization, for example acquired by following a Minor, in order to either broaden or deepen the Major programme in History</li> </ol>
<p><b>2. Applying knowledge and understanding:</b> Graduates are able to apply their knowledge and understanding in a manner that indicates a professional approach to their job or profession, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<ol style="list-style-type: none"> <li>6. the ability to gather, select and organize literature and source material independently, efficiently and effectively, making use of the relevant bibliographical and IT skills</li> <li>7. the ability to formulate clear, relevant and empirically testable and/or answerable research questions taking into account the existing historiography (scholarly consensus)</li> <li>8. the ability to critically analyse historical-scientific texts and textual, visual, material, audiovisual and quantitative sources</li> <li>9. the ability to apply historical and interdisciplinary research methods and theories in a historiographical context to arrive at a well-founded analysis of historical issues</li> <li>10. the ability to write, present and defend a research report using the correct terminology with constant attention to style and argumentation, in line with the requirements of the historical sciences</li> <li>11. the ability to apply the historical knowledge and skills that are useful in a broad range of academic professions, whereby they must: <ul style="list-style-type: none"> <li>- demonstrate personal responsibility and self-discipline</li> <li>- demonstrate problem-solving skills</li> <li>- be able to think and work to deadlines</li> <li>- be able to function in a group situation</li> <li>- be able to effectively use basic digital skills</li> </ul> </li> </ol>
<p><b>3. Making judgements:</b> Graduates have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, academic or ethical issues.</p>	<ol style="list-style-type: none"> <li>12. the ability to reflect on the contextual relevance of their own social and academic judgements and historical interpretations, as well as those of others</li> <li>13. the ability to assess the temporary and complex nature of academic knowledge and research on its merits</li> <li>14. the ability to exchange views with colleagues based on their own judgement in a critical and effective way</li> <li>15. the ability to report well-argued conclusions based on the results of a small to medium-sized</li> </ol>

	historical research project in papers and in a Bachelor's thesis in line with the conventions of the historical sciences
<b>4. Communication:</b> Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	16. the ability to communicate reliably, accurately and with correct language use, orally and in writing, on results within historical science for an audience consisting of specialists and laymen 17. the ability to actively participate in social and academic discussions while respecting the views and feelings of others
<b>5. Learning skills:</b> Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy.	18. the ability to identify their own learning needs with regard to current and new topics and to initiate a learning process, using relevant research and the latest developments in the field of historical sciences.

Note \*: Although active proficiency in English to the extent that students are able to follow relevant discussions about historical issues in this language is not in itself a learning outcome of the course units, it is a required skill. It may be assumed that an increasing level of proficiency is needed for students to continue to follow discussions in the course of the degree programme, and therefore the proficiency requirement will continually increase. Students who demonstrate insufficient language proficiency can receive active assistance to remedy the situation.

**See appendix 1** for the *Matrix of realized learning outcomes / course units* in the degree programme.

### Article 3.2 – Language of instruction

1. The degree programme is taught in Dutch.
2. Notwithstanding Article 3.2.1, one or more course units in the degree programme may be taught in English in line with the University of Groningen Code of Conduct: Languages Used in Teaching and Examinations.
3. The thesis/final assignment must be written in Dutch or in English. A thesis/final assignment may only be written in a language other than Dutch or English if the Board of Examiners has given permission to do so.

### Article 3.3 – Contact hours

1. The propaedeutic phase of the degree programme comprises a minimum of 480 contact hours a year (*full-time variant*). Part-time students in principle follow the same lectures as full-time students.
2. The post-propaedeutic phase of the degree programme comprises a minimum of 360 contact hours a year (*full-time variant*).
3. The contact hours in the propaedeutic phase are divided as follows:

Contact time	Number of contact hours per year
Lectures/Seminars	357
Study progress supervision/mentor system/lecturer supervision	38
Exams/assessment incl. feedback session	78
Other regular hours	7
<b>Total</b>	<b>480</b>

## SECTION 4 THE PROPAEDEUTIC PHASE OF THE DEGREE PROGRAMME

### Article 4.1 – Structure of the propaedeutic phase

1. The propaedeutic phase comprises the following course units with their related student workloads:  
Year 1<sup>1</sup>

No	Course unit	Student workload in ECTS
1	Ancient History	5
2	Globalization I: Economic and Social History	5
3	Historical Research I: Introduction	5
4	Historical Research II: Skills	5
5	Medieval History	5
6	Globalization II: Contemporary History	5
7	Historical Research III: Historical Debate	5
8	Early Modern History	5
9	Dutch History	5
10	Modern History	5
11	Regional Perspectives	5
12	Historical Research IV: Sources	5

All course units are listed in the online course catalogue OCASYS.

2. The modes of instruction and assessment for the course units listed above are set out in the syllabus of each individual course unit and the assessment plan of the degree programme.

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<sup>1</sup> N.B. Years 1 and 2 refer to the new Bachelor's degree programme (including new Minor system) that was launched in September 2016. Year 3 refers to the Bachelor's degree programme from before September 2016. From September 2018, Year 3 will also refer to the new Bachelor's degree programme.

## SECTION 5 - THE POST-PROPAEDEUTIC PHASE OF THE DEGREE PROGRAMME

### Article 5.1 – Structure of the post-propaedeutic phase

1. The post-propaedeutic phase comprises the following course units with their related student workloads:

#### Year 2<sup>2</sup>

No.	Course unit	Student workload in ECTS
13	Cultural History Theme course unit	10
14	Sources and Methods	5
15	Theory 1: Perspectives on History	5
16	Political History: Theme course unit	10
17	Economic and Social History: Theme course unit	10
18	Theory 2: Historiography of World History	5
19	Trending regional topics	5
20	Core subject main curriculum	10

#### Year 3<sup>2</sup>

21	Theory of History I	5
22	Theory of History II	5
	Subsidiary	30
23	3 <sup>rd</sup> year component: compulsory Minor	10
24	BA thesis (including thesis peer support group)	10

All course units are listed in the online course catalogue OCASYS.

2. The modes of instruction and assessment for the course units listed above are set out in the syllabus of each individual course unit and the assessment plan of the degree programme.

### Article 5.2 – Participation in the post-propaedeutic phase

1. The following course units consist of lectures and seminars, which will be assessed separately. The lectures component is concluded with a written examination. The seminar component with a written assignment. The marks for these two components together will make up the final mark, in accordance with the conditions set out in the syllabus for the course unit in question.

No.	Course unit
13	Cultural History Theme course unit
16	Political History: Theme course unit
17	Economic and Social History Theme course unit

2. The course units listed below will not be concluded with an exam. These course units are passed by successfully taking part in one or more practical exercises:

No.	Course unit
14	Sources and Methods

<sup>2</sup> N.B. Years 1 and 2 refer to the new Bachelor's degree programme (including new Minor system) that was launched in September 2016. Year 3 refers to the Bachelor's degree programme from before September 2016. From September 2018, Year 3 will also refer to the new Bachelor's degree programme.

20	Major core module
23	3 <sup>rd</sup> year course unit: compulsory Minor

3. With respect to the Bachelor's thesis course unit, students are obliged to first join a thesis peer support group at the start of the course unit. Students must complete the thesis support group component before being allowed to complete the thesis course unit. Thesis peer support groups are offered at least twice a year.

<b>No.</b>	<b>Course unit</b>
24	BA thesis (including thesis peer support group)

## SECTION 6 MINORS

### Article 6.1 – Faculty Minor

#### For students who started the degree programme before 1 September 2016.

The degree programme has the following Faculty Minors, from which the student must choose one:

<b>Minors</b>	
1.	Media and Journalistic Culture
2.	The Mediterranean World
3.	Non-Western Studies
4.	Central and Eastern European Studies
5.	Europe: Idea and Construction
6.	American History

### Article 6.2 -Transitional provisions for Minors

#### For students who started the degree programme in September 2016 or later.

1. Transitional provisions have been formulated for the Faculty Minors that are being phased out as of September 2016. They are included as an appendix to these Teaching and Examination Regulations.
2. A description of the new style Faculty Minors will be included in Part A of the Teaching and Examination Regulations 2018-2019.

## SECTION 7 TESTS AND EXAMINATIONS OF THE DEGREE PROGRAMME

### Article 7.1 – Compulsory order

The following applies to students who started the propaedeutic phase in the academic year 2015-2016 or earlier:

The course units listed below and their related examinations may not be taken before the examinations for the associated course units have been passed, or, if explicitly stated, the course units have been satisfactorily followed – unless the Board of Examiners has made a different decision in a particular case:

No.	Course unit	No.	After passing course unit
13	Cultural History Theme course unit	2	Historical Skills and
		9	Dutch History: seminar series
16	Political History: Theme course unit	2	Historical Skills and
		9	Dutch History: seminar series
17	Economic and Social History Theme course unit	2	Historical Skills and
		9	Dutch History: seminar series

18/21	Theory 2: Historiography of World History		Propaedeutic phase
20	Major core module		Propaedeutic phase and 2 of the 3 theme course units: Cultural History and/or History of Political Culture and/or Economic and Social History
22	Theory of History II		Propaedeutic phase
24	BA Thesis		100 ECTS of course units from the core curriculum

The following applies to students who started the propaedeutic phase in academic year 2016-2017:

No.	Course unit	No.	After passing course unit
13	Cultural History Theme course unit	4 7	Historical Research II: Skills, or Historical Research III: Historical Debate
16	Political History: Theme course unit	4 7	Historical Research II: Skills, or Historical Research III: Historical Debate
17	Economic and Social History Theme course unit	4 7	Historical Research II: Skills, or Historical Research III: Historical Debate
18/21	Theory 2: Historiography of World History		Propaedeutic phase
22	Theory of History II		Propaedeutic phase
20	Major core module		45 ECTS credit points from the propaedeutic phase, including Historical Research II Skills and Historical Research II Historical Debate, and 2 of the 3 theme course units: Cultural History and/or Political History and/or Economic and Social History
24	BA Thesis		100 ECTS of course units from the core curriculum

## SECTION 8 TRANSITIONAL AND FINAL PROVISIONS

### Article 8.1 – Amendments

1. Any amendments to Part A of these Regulations will, following advice from and/or consultation with the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to Part B of these Regulations will, following advice from and/or consultation with the Programme Committee and the Faculty Council, be confirmed by the Faculty Board in a separate decree.
3. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment in question will not harm the interests of students.
4. In addition, an amendment may not influence any other decision concerning a student taken by the Board of Examiners under these Regulations to the disadvantage of said student.

### Article 8.2 – Publication

1. The Faculty Board will duly publish these Regulations, any rules and guidelines formulated by the Board of Examiners, and any amendments to these documents.
2. Copies of the documents referred to in Article 12.2.1 are available from the Faculty Office. These documents can also be found on the Faculty website via the Student Portal.



### **Article 8.3 - Entry into force**

These Regulations will take effect on 1 September 2017.

These Regulations were decreed by the Board of the Faculty of Arts on 11 July 2017 and approved by the Faculty Council and the Programme Committee where required by law.

### **Appendices**

Appendix 1: Matrix of realized learning outcomes / course units in the degree programme

Appendix 2: Transitional provisions Faculty Minors



		1. Knowledge and understanding					2. Applying knowledge and understanding					3. Making judgements				4. Communication		5. Learning skills	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>YEAR 2, semester 1</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
Cultural History Theme course unit	LGX258B10	x					x	x	x	x	x			x	x	x	x		
Sources and Methods Pre-modern/Cultural History/Economic and Social History/Political History	LGX117B05 ; LGX118B05 ; LGX116B05		x				x	x	x	x	x								
History of Political Culture: Theme course unit	LGX259B10		x	x			x	x	x		x			x	x	x	x		
Perspectives on History, Theory I	LGX096B05		x	x				x	x	x			x	x					
<b>YEAR 2, semester 2</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
Economic and Social History: Theme course unit	LGX257B10	x	x				x	x	x	x	x			x	x	x	x		
Core subject from main curriculum (or Semester 2)	Various		x				x	x	x	x	x		x	x	x	x	x	x	
Regional Topics	Miscellaneous		x				x	x	x	x									
History of World History, Theory II	LGX024B05		x						x				x	x					x

