



**rijksuniversiteit
groningen**

Faculty of Arts

Teaching and Examination Regulations (OER)

Part B: Master's degree programme in

History

CROHO 66034

Master's track

- History Today

for the academic year 2018-2019

Contents

- 1. General provisions**
- 2. Admission**
- 3. Content and structure of the degree programme**
- 4. Tests and examinations of the degree programme**
- 5. Transitional and final provisions**

Section 1 General provisions

Article 1.1 – Applicability

These Regulations comprise two parts – Part A and Part B. Part B is degree programme-specific and complements Part A, which contains general provisions applying to the teaching, examinations and final assessments of the Master's degree programmes provided by the Faculty of Arts (subsequently referred to as **the Faculty**.) Part B contains degree programme-specific provisions which apply to the Master's degree programme in **History**.

Section 2 – Admission

Article 2.1 – Entry requirements

1. Students with a Dutch or foreign certificate of higher education that indicates that they have knowledge and understanding of, and subject-specific skills in, History at an academic Bachelor's level shall be admitted to the degree programme.
2. Holders of a Bachelor's degree in History from the University of Groningen or from another Dutch university are expected to have the knowledge, understanding and skills listed in Article 2.1.1 and will be admitted to the degree programme on that basis.
3. Holders of a degree certificate from the Bachelor's degree programme in
 - Communication and Information Studies
 - Information Science
 - Media Studies
 - Linguistics
 - Archaeology
 - American Studies
 - English Language and Culture
 - European Languages and Cultures
 - Classical Studies
 - International Relations and International Organization
 - Arts, Culture and Media
 - Art History
 - Middle Eastern Studies
 - Minorities and Multilingualism
 - Dutch Language and Culturefrom the University of Groningen who have completed a pre-Master's Minor in History are expected to have the knowledge, understanding and skills listed in Article 2.1.1 and will be admitted to the degree programme on that basis.
4. If a student does not have a Bachelor's degree, the Admissions Board is responsible for investigating whether the candidate can be admitted on the basis of their knowledge, understanding and skills equivalent to that of a Bachelor's degree.

Article 2.2 – 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 asked by the Board of Examiners – before registration – to pass a *Dutch or English* language test, to be administered by an agency stipulated by the Board of Examiners.
2. The Dutch language proficiency requirement can be met by passing the State Examination in Dutch as a Second Language (NT2-II).
3. The English language proficiency requirement can be met by passing an examination in English at the level of the VWO final exam or by passing the TOEFL iBT with a score of at least 90, with a minimum score of 21 on all components, or an IELTS of 6.5, with a minimum score of 6.0 on all components.

Article 2.3 – Admission to specializations

In addition to the provisions of Article 2.1, the following admission requirements apply to the various specializations in this degree programme: N/A

Section 3 Content and structure of the degree programme

Article 3.1 – Student workload

1. The degree programme has a student workload of 60 ECTS credits.
2. The student workload is expressed in whole ECTS credit points.

Article 3.2 Learning outcomes of the degree programme

Dublin descriptors	Master's graduates in History Today have demonstrated the following:
<p>1. Knowledge and understanding</p> <p>Graduates have demonstrated knowledge and understanding that is founded upon and extends and/or enhances what is typically associated with the Bachelor's level and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<ol style="list-style-type: none">1. specialist knowledge and understanding of one or more eras, themes and/or regions as well as their associated historiographical aspects, recent developments and trends2. advanced knowledge and understanding of interdisciplinary and other theories, methods and techniques of the historical sciences3. knowledge and understanding of the complexity and diversity of the past, its historiography and critical historiographical reflection4. knowledge and understanding of how historical research is conducted and which research strategies can be successfully deployed5. knowledge and understanding of how the past is processed in the wider context of historical culture, for example in the form of historical film and television documentaries, historical novels, museums and exhibitions, or policy memoranda in the field of heritage and historical infrastructure.
<p>2. Applying knowledge and understanding</p> <p>Graduates have the ability to apply their knowledge, understanding and problem-solving abilities in new and unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; they are also able to integrate their knowledge and process complex materials.</p>	<ol style="list-style-type: none">6. the ability to design a problem definition and research question independently and in an academically sound way; to select the relevant theories and methods; and to gather and critically analyse various (possibly complex) textual, visual, audiovisual, material and/or quantitative sources and literature7. the ability to apply the acquired knowledge of history and historiography and their theories, methods and techniques to the assessment of research within the discipline or in society8. the ability to apply the acquired knowledge of historical sciences to, for example:<ol style="list-style-type: none">a. the field of media, culture and heritage, for example by writing a documentary, organizing an exhibition or writing an exhibition catalogue, an entry in a historical reference work or textbook or drawing up a policy memorandumand/orb. the professional practice of administration, policy and politics, via independent or applied research; and the design of practically-oriented grant

	<p>applications, literature analyses, research reports and policy memoranda</p> <ol style="list-style-type: none"> 9. the ability to apply skills related to the subject studied in situations and contexts of a professional or similar nature, such as: <ol style="list-style-type: none"> a. personal responsibility b. the ability to take well-founded decisions in complex and unpredictable situations c. problem-solving skills d. the ability to function as both leader and member of a team that aims to achieve high-quality results based on optimum integration of the available expertise 10. the ability to effectively use at least one of the following historical skills: <ol style="list-style-type: none"> a. independently find records in archives and via the internet b. to find and analyse a variety of textual sources c. find and analyse sources of pictorial and material culture d. find, analyse and construct life stories via oral history, interviews and biographical analysis e. create a radio or television documentary or a scenario for such a documentary, or an exhibition or exhibition plan f. conduct quantitative, organization and policy analyses g. find and analyse other specific historical sources and demonstrate other research skills needed to conduct historical research
<p>3. Making judgements</p> <p>Graduates have the ability to formulate judgements with incomplete or limited information, including reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<ol style="list-style-type: none"> 11. the ability to evaluate complex academic historical knowledge and research results and to discuss these critically and effectively with historians and other academics, while reflecting on their own standpoints and those of others 12. the ability to come up with convincing interpretations of historical issues based on incomplete databases and valid arguments 13. the ability to set up and implement a historical research project of a predefined scope based on a complex yet transparent question, and to process its results into a well-founded conclusion, bearing in mind the possible academic, social or ethical aspects of the question.
<p>4. Communication</p> <p>Graduates have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<ol style="list-style-type: none"> 14. The ability to communicate in writing (in a clear, accurate, attractive and linguistically correct way) the results of their own research and that of others, as well as the knowledge, motives and considerations that these were based on, with both colleagues and the general public; this can be done in accordance with the conventions of the historical sciences via critical and synthesizing research reports and a final report that can take the form of a) a thesis, b) a learning history, c) a scenario for a documentary or d) an exhibition or exhibition plan. 15. the ability to actively participate in oral discussions on the results of their own research and that of others, with both colleagues and the general public, and to defend these results while showing respect for other people's opinions

<p>5. Learning skills</p> <p>Students have developed the necessary learning skills for them to be able to continue to undertake further study with a high degree of autonomy.</p>	<p>16. the ability to systematically identify their own learning needs with regard to current and new topics and to independently initiate a learning process, using relevant research and the latest developments in the field of historical sciences*</p>

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

Article 3.3 – Language

1. The degree programme is taught in *Dutch/English*.
2. The thesis/final assignment must be written in Dutch or 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 3.4. Examiners

The degree programme in History Today comprises the following specializations:

No.	Specialization
1	History for the Media, Culture and Heritage Sector
2	History for Policy, Administration and Politics
3	History for Education and Literacy

N.B. All specializations allow students to select a subject-related, chronological, thematic or geographic profile. An example of a profile is Middle and Eastern European Studies, which allows students to combine a placement in the media, culture and heritage sector with a placement in policy, administration and politics. The Master's degree programme in History Today is taught in English, unless the lecturer and all the students speak Dutch (C2 level), and they jointly decide that Dutch will be the language of instruction.

Article 3.5 Content of the specializations

1. The specializations comprise the following course units with the student workloads indicated:

History for the Media, Culture and Heritage Sector

No.	Course unit	Student workload in ECTS
		10 ECTS
1	- One historical methods course unit (5 ECTS) supplemented by:	
2	- a second historical methods course unit (5 ECTS)	
2	- or the Summer School (5 ECTS)	
2	- or the Privatissimum (5 ECTS)	
2		
3	History Research Seminar 1 or Atelier Living Heritage	10 ECTS
4	History Research Seminar 2 or Atelier Living Heritage	10 ECTS
5	Placement in the media, culture or heritage sector - or History 3 Research Seminar	10 ECTS
6	Final assignment (a thesis, a scenario including an academically sound justification for a historical documentary, an exhibition plan with an academically sound justification of the content, etc.)/ Thesis peer support group	20 ECTS

History for Policy, Administration and Politics

No.	Course unit	Student workload in ECTS
		10 ECTS
1	- One historical methods course unit (5 ECTS) supplemented by:	
2	- a second historical methods course unit (5 ECTS)	
2	- or the Summer School (5 ECTS)	
2	- or the Privatissimum (5 ECTS)	
2		
3	History 1 Research Seminar or Learning History	10 ECTS
4	History 2 Research Seminar or Learning History	10 ECTS
5	Placement at a social organization, company or in politics - or History 3 Research Seminar	10 ECTS
6	Final assignment (thesis or other) / thesis peer support group	20 ECTS

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

Master's track in History for Education and Literacy

No.	Course unit	Student workload in ECTS
		10 ECTS

1	- One historical methods course unit (5 ECTS) supplemented by:	
2	- a second historical methods course unit (5 ECTS)	
2	- or the Summer School (5 ECTS)	
2	- or the Privatissimum (5 ECTS)	
3	History 1 Research Seminar	10 ECTS
4	History 2 Research Seminar	10 ECTS
5	- History 3 Research Seminar (10 ECTS)	10 ECTS
	or	
	- Two historical methods course units (10 ECTS) **	
	or	
	- One historical methods course unit (5 ECTS) and/or	
	- a Summer School organized by the degree programme (5 ECTS)	
	and/or	
	a Privatissimum organized by the degree programme (5 ECTS)	
	or	
	a placement at an educational institution or educational organization other than an educational placement as part of the Master of Arts in Teaching programme.	
6	Final assignment (a thesis; a scenario including an academically sound justification for a historical documentary; an exhibition plan with an academically sound justification of the content; etc.) Thesis peer support group	20 ECTS

***: Students may follow a maximum of three historical methods course units; the fourth 5 ECTS course unit must be the Colloquium, the Summer School or the Privatissimum.*

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

Section 4 Tests and examinations of the degree programme

Article 4.1 – Compulsory order

The examinations for the course units listed below may not be taken before the examinations for the associated course units have been passed:

To be admitted to the Master's thesis component, students must have attained at least 20 ECTS, including at least one research seminar. With respect to the Master's thesis course unit, students must join a thesis peer support group at the start of the course unit. Students must complete the thesis peer support group component in order to be allowed to complete the Master's thesis course unit (Go/No Go decision). Thesis peer support groups are organized at least twice a year.

No.	Course unit
6	MA thesis/final assignment in History/thesis peer support group

SECTION 5 TRANSITIONAL AND FINAL PROVISIONS

Article 5.1 – Amendments

1. Any amendments to part A of these Regulations will, after discussion with and where necessary approval from the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to part B of these Regulations will, after advice and/or approval from 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, the Board of Examiners may not take any decisions under these regulations that would be to the disadvantage of students.

Article 5.2 – 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 5.2.1 are available from the Faculty Office. These documents can also be found on the Faculty website via the Student Portal.

Article 5.3 – Date of commencement

These Regulations will take effect on 1 September 2018.

These Regulations were decreed by the Board of the Faculty of Arts on 21 August 2018 and approved by the Faculty Council and the Programme Committee where required.

Appendices:

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

Appendix 2: Assessment Plan 2018-2019

APPENDIX 1

Matrix of learning outcomes attained/course units passed in the Master's degree programme in History

		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
YEAR 1, semester 1																	
Course unit title	Course unit code																
History Research Seminars (also in Semester 2)	Various	x	x	x	x		x	x			x	x	x	x	x	x	
Historical Methods: Archives and the Internet (also in Semester 2)	LGX124M05		x		x		x				x					x	
Historical Methods: Visual Culture	LGX125M05		x		x	x	x				x					x	
Historical Methods: Documentary, museum and exhibition	LGX126M05		x			x	x				x					x	
Historical Methods: Quantitative, Organizational and Policy-oriented Analysis (also in Semester 2)	LGX127M05		x		x		x				x						
Historical Methods: Oral History	LGX048M05		x		x		x				x					x	
Historical Methods: various Privatissimums, etc. (also in Semester 2)	Various		x		x		x				x					x	
Summer School	Various		x		x		x				x					x	x
YEAR 1, semester 2																	
Course unit title	Course unit code																
MA placement in History (also in Semester 1)	LGX000M10							x	x	x						x	
Learning history and organizations	LGX133M10		x				x	x	x	x	x		x	x	x	x	
Atelier Living Heritage			x				x	x	x	x		x	x	x	x		
MA Thesis in History	LGX999M20	x	x	x	x		x	x		x	x	x	x	x	x	x	x
Summer School	Various		x		x		x				x					x	x