



**rijksuniversiteit  
groningen**

Faculty of Arts

Teaching and Examination Regulations (OER)

**Part B - Master's degree programme in:**

**Classics and Ancient Civilizations (CROHO 60039),  
Literary Studies (CROHO 60814)  
History (CROHO 60139)**

**Specialization**

**Classical, Medieval and Renaissance Studies:**

**Text and Context in Premodern and Early Modern Times**

**for academic year 2016-2017**

**Content:**

- 1. General provisions**
- 2. Admission**
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- 4. Tests and examinations of the degree programme**
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## **Section 1      General provisions**

### **Article 1.1 – Applicability**

These Regulations comprise two parts – Part A and Part B. This degree programme-specific Part B accompanies Part A, which contains general provisions which apply to the teaching, examinations and final assessments of the Master's degree programmes provided by the Faculty of Arts, hereinafter referred to as **the Faculty**. Part B contains degree programme-specific provisions which apply to the degree programmes in **Classics and Ancient Civilizations, Literary Studies and History**, hereinafter referred to as 'the degree programmes', and the specialization in **Classical Medieval and Renaissance Studies: Text and Context in Premodern and Early Modern Times**, hereinafter referred to as 'the specialization'.

## **Section 2      Admission**

### **Article 2.1 – Entry requirements**

1. Students with a Dutch or foreign certificate of higher education that indicates that they have the following knowledge, understanding and skills shall be admitted to the degree programme and the specialization:
  - a) demonstrable knowledge of languages, cultures **or** history of Classical Antiquity, the Middle Ages, **or** the Early Modern period.
  - b) sufficient knowledge of English to be able to follow the degree programme successfully
  - c) sufficient knowledge, understanding and skills in the academic disciplines relevant to the degree programme and specialization<sup>1</sup>
  - d) sufficient ability to follow the degree programme.

### **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 Admissions Board – before registration – to pass an English language test, to be administered by an agency stipulated by the Admissions Board.
2. The English language proficiency requirement will be met by passing an examination in English at the level of the VWO final exam with a mark of 6 or above, or by passing the TOEFL iBT with a score of at least 97 or an IELTS score of 7 or above.

### **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

### **Article 2.4 – Registering for the admissions procedure**

Students register for the admissions procedure by submitting the following documents:

- a completed registration form
- a curriculum vitae
- an overview of the results achieved so far within the Bachelor's degree programme and/or other university degree programmes
- a letter outlining the prospective student's motivation for selecting the programme and specialization, including his or her expectations and interests
- if possible, written results of previous research, such as academic articles or a Bachelor's thesis
- two personal recommendations from relevant experts<sup>2</sup>

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<sup>1</sup> Sufficient knowledge, understanding and skills means that in the opinion of the Admissions Board, the student will be able to follow the programme without credit points having to be reserved to make up a shortfall in subject mix.

- other documents, if required, which in the opinion of prospective students will highlight their eligibility for the programme and specialization.

### **Article 2.5 – Admissions procedure for the degree programme**

1. Bearing in mind the admissions procedure for the degree programme and the specialization within the meaning of Article 2.1.1, the Admissions Board will assess the knowledge and skills of the candidate. The Admissions Board will assess the written documentation and determine whether the prospective student can be admitted directly to the programme and the specialization. In the event of doubt, the student will be invited to an admissions interview. The interview will be based on the submitted written documentation and may comprise an approx. 15-minute presentation on an academic subject related to the chosen programme.
2. If, on the basis of the submitted documentation, the Board is of the opinion that the student does not qualify for admission and that there is therefore no need for an interview, the student will be notified accordingly before 15 June. This is a *provisional* decision only. Prospective students may still request an interview, provided they do so within 15 working days after the postmark of the rejection letter. If prospective students do not avail themselves of this option, the provisional decision will become *definitive*. In the case of prospective students who are granted an interview, a formal decision will not be made until after the interview has taken place. Rejections will in all cases be substantiated in writing. Students who have been interviewed will be notified by 15 July whether or not they have been accepted.<sup>3</sup>
3. Students who have not yet obtained their Bachelor's degree at the time of the selection procedure but who can be expected to do so before the Research Master's degree programme begins may be granted provisional admission. This is based on the assumption that they a) obtain their Bachelor's degree in time and b) have written a BA thesis with the required level to follow the Research Master.
4. Students who already have a relevant university Master's degree may also apply for admission to the degree programme and the specialization. The procedure as set out above will also apply to them. If they are admitted, the Board of Examiners will decide whether they can be granted exemptions on the basis of that Master's degree (up to a maximum of 60 ECTS credit points).

### **Article 2.6 – Entrance examination: times**

1. The entrance examination will be held twice a year. Requests for admission to the degree programme and the specialization starting in the first semester must be submitted to the Admissions Board before 1 March (non-EU students) or 1 May (EU students). Requests for admission starting in the second semester must be submitted to the Admissions Board before October 15.
2. The Admissions Board may decide to consider a request at a time other than that referred to in Article 2.6.1.
3. The Admissions Board will decide on admission before 15 June, or 15 December for a start in the second semester. Admission will be on condition that the candidate has satisfied the requirements set out in Article 2.4 concerning knowledge and skills by the starting date of the degree programme at the latest, supported by certificates from the degree programmes followed. The written admission statement will include information for the student about the possibility of an appeal to the Board of Appeal for Examinations.

## **Section 3 Content and structure of the degree programme**

### **Article 3.1 – Student workload**

1. The degree programme has a student workload of 120 ECTS.
2. The student workload is expressed in whole ECTS credit points.

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<sup>2</sup> These are written reports from people recognized as experts by the Admissions Board that present a useful and reliable picture of the student's eligibility for the degree programme.

<sup>3</sup> Proof of admission is discussed in Article 7.30b of the Higher Education and Research Act.

### Article 3.2 – Learning outcomes of the degree programme

<i>Description of Master's level according to the Dublin Descriptors</i>	<i>Learning outcomes of the Research Master's Programme in CMRS (see below)</i>
<p><b>Knowledge and understanding</b> Students have demonstrable knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<p>1.1 Students have a thorough and up-to-date knowledge of one of the CMRS areas of specialization, its historical development and structure; they must be able to grasp the relationships between its various branches.</p> <p>1.2 Students are familiar with the formulation of theories, with the interpretations, methodologies and techniques of their area of specialization and are able to evaluate these critically.</p> <p>1.3 Students have at least a working knowledge of the primary sources relevant to the specialization chosen.</p> <p>1.4 Students have knowledge and understanding of the meaning and function of premodern and early modern texts and artefacts, in their historical and contemporary context.</p>
<p><b>Applying knowledge and understanding</b> Students can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity.</p>	<p>2.1 Students have the skills to apply methodologies and techniques when conducting independent research and to use research results in order to develop advanced ideas and practical applications.</p> <p>2.2 Students are able to make use of and critically evaluate research carried out by others.</p> <p>2.3 Students are familiar with the development of theory in the humanities, as well as with the various academic schools and traditions. This includes the ability to recognize the characteristics of a wider intellectual tendency in individual publications as well as form scholarly opinions on the application of theories.</p> <p>2.4 Students are able to develop an understanding of the hermeneutics of classical, medieval and early modern studies, and their foundation in intellectual integrity, coupled with an awareness of the following central tenets of scientific ethics: universalism, public debate, disinterestedness and systematic scepticism.</p>
<p><b>Making judgements</b> Students have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflections on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<p>3.1 Students are able to critically evaluate the interpretations, methodologies and techniques of their specialization in relation to other disciplines.</p> <p>3.2 Students are able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.</p> <p>3.3 Students are able to analyse and formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods.</p> <p>3.4 Students are able to make connections between their own specialist knowledge of the area chosen and related other disciplines, in the field of pre-modern studies e.g. archaeology, art history, law, religion, philosophy.</p>

<p><b>Communication</b> Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p>4.1 Students are able to participate actively and creatively in a research group working on an academic project.</p> <p>4.2 Students are able to participate in academic debate in the chosen area of specialization and to present a scientific problem convincingly in English, both orally and in writing.</p> <p>4.3 Students are able to develop a research project in an explicit multidisciplinary and cross-disciplinary context.</p>
<p><b>Learning skills</b> Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>5.1 Students are able to keep abreast of the latest developments in their specialization and broaden and deepen their knowledge and understanding</p> <p>5.2 Students are able to independently formulate a research proposal and critically evaluate their own research.</p>

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

### Article 3.3 - Language of instruction

1. The degree programme is taught in *English*.
2. The thesis/final assignment is normally written in English. A thesis/final assignment may only be written in a language other than English if the Board of Examiners has given permission to do so, e.g. when a student specialises in another modern language.

### Article 3.4 – Tracks

The Master's specialization has the following tracks:

No.	Track
1	Classics and Ancient Civilizations
2	History
3	Literary Studies

### Article 3.5 – Content of the curriculum

1. The Master's specialization comprises the following course units with their student workloads:

No.	Course unit***	Student workload in ECTS
Year 1		
1	Approaches to Antiquity, Middle Ages and Early Modern Times	10 ECTS
2	CMRS - Seminar	10 ECTS
Choose from:		
3	Research Seminar I**	10 ECTS
4	Research Seminar II**	10 ECTS
5	Research Seminar III**	10 ECTS
6	Greek Epigraphy*	5/10 ECTS
7	Greek Literary Papyrology*	5/10 ECTS
8	Medieval Latin I**	10 ECTS
9	Medieval Latin II**	10 ECTS
10	Script, Manuscript and Print in Middle Ages and Renaissance I**	10 ECTS
11	Script, Manuscript and Print in Middle Ages and Renaissance II**	10 ECTS
12	Interdisciplinary Research Seminar: *	10 ECTS
Year 2		

13	CMRS: Specialization I	10 ECTS
14	CMRS: Specialization II	10 ECTS
15	CMRS: Specialization III	10 ECTS
16	ReMa Thesis in CMRS, including thesis class	30 ECTS

\* Students with a background in Ancient History or GLTC can follow the Epigraphy and Literary Papyrology course units jointly as an Integration Seminar on Antiquity in Semester 1. Students with a background in Medieval or Early Modern History or Literature can follow the Interdisciplinary Research Seminar in Medieval and Early Modern studies (in semester 2. The topic of the Interdisciplinary Research Seminar varies.

\*\* In the first year, students must in principle choose three research seminars from the range of: a. regular Master's degree programmes; b. interdisciplinary research seminars in historical literature (for students of GLTC and modern languages); c. Script, Manuscript and Print; Medieval Latin, or another source language; d. courses offered in the framework of the national Master Language Program. Students must choose a set of Research Seminars in consultation with the Director of Studies. An individual study programme with a tutorial or research-based placement may be chosen in consultation with the Director of Studies.

\*\*\* Students must choose at least 10 ECTS worth of course units offered by a national research school. In case the courses on offer by the National Research Schools do not suffice or are not compatible with the student's research orientation, comparable courses or activities may be opted for, always in consultation with and following agreement by the Director of Studies.

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

- 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 3.6 – Practical exercises

With regard to the following course units, successful participation in the activities of the course unit, including active participation in 80% of the seminars, counts as passing the relevant examination:

No.	Course unit
1	Approaches to Antiquity, Middle Ages and Early Modern Times
2	CMRS - Seminar
6	Greek Epigraphy
7	Greek Literary Papyrology
12	Interdisciplinary Research Seminar: Letter-writing in premodern Europe
13	CMRS: Specialization I
14	CMRS: Specialization II
15	CMRS: Specialization III
16	ReMa Thesis in CMRS, including thesis class

## 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:

No.	Course unit	No.	After passing course unit
12	ReMa Thesis in CMRS, including thesis class	1-7	Approaches to Antiquity, Middle Ages and Early Modern Times, CMRS – Seminar.

## **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 the Departmental Board has put its case and after discussion with and where necessary approval from 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 students.

### **Article 5.2 – Publication**

1. The Faculty Board shall 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 'My University'.

### **Article 5.3 – Date of commencement**

These Regulations shall take effect on 1 September 2016.  
As decreed by the Faculty Board on 9 August 2016.

### **Appendices:**

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

Appendix 2: Regulations for Master's theses

**Matrix of realized learning outcomes / course units in the Research Master's degree programme in CMRS**

		<b>1. Knowledge and understanding</b>				<b>2. Applying knowledge and understanding</b>				<b>3. Making judgements</b>				<b>4. Communication</b>			<b>5. Learning skills</b>	
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
<b>YEAR 1, semester 1</b>																		
<b>Course unit title</b>	<b>Course unit code</b>																	
Approaches	LQR006M10	X	X	X	X	X	X	X	X	X			X		X	X		
Research Modules	Various	X	X	X	X	X	X	X		X		X		X	X		X	X
<b>YEAR 1, semester 2</b>																		
<b>Course unit title</b>	<b>Course unit code</b>																	
Seminar	LQR001M10	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X
Research Modules	Various	X	X	X	X	X	X	X		X		X		X	X		X	X



		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements				4. Communication			5. Learning skills	
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
<b>YEAR 2, semester 1</b>																		
<b>Course unit title</b>	<b>Course unit code</b>																	
CMRS Specialization I	LQR003M10					X	X	X		X		X		X	X		X	X
CMRS Specialization II	LQR004M10					X	X	X		X		X		X	X		X	X
CMRS Specialization III	LQR005M10					X	X	X		X		X		X	X		X	X
<b>YEAR 2, semester 2</b>																		
<b>Course unit title</b>	<b>Course unit code</b>																	
CMRS Thesis	LQR999M30									X	X	X			X		X	X