



**rijksuniversiteit
groningen**

Faculty of Arts

Teaching and Examination Regulations (OER)

Part B - Master's degree programme in:

**North American Studies
(Croho 60845)**

- Master's track American Studies

for academic year 2017-2018

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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 programme in **American Studies**

Section 2 Admission

Article 2.1 – Entry requirements

1. Students with a Dutch or foreign certificate of higher education that indicates that they have acquired the following knowledge, skills and attitudes shall be admitted to the degree programme: knowledge and understanding of and subject-specific skills in American Studies at Bachelor's degree level.
2. Holders of a certificate from the Bachelor's degree programme in American Studies of 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. The Admissions Board is responsible for assessing whether students without a Bachelor's degree are admissible on the basis of sufficient knowledge, understanding and skills at the level of a Bachelor's degree.
- 4.

Article 2.2 – Language requirements 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 an English language test, to be administered by an agency stipulated by the Board.
2. The English language proficiency requirement will be met by passing an examination in English at the level of the Dutch VWO final exam, or by passing the TOEFL internet-based test with a score of at least 100, with a minimum score for speaking and writing of 25 (each), or an IELTS score of at least 7.0 (with a minimum of 6.5 for all components).

Article 2.3 – Admission to Master's tracks

In addition to the provisions of Article 2.1, the following admission requirements apply to the various Master's tracks 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.
2. The student workload is expressed in whole ECTS credit points.

Article 3.2 – Learning outcomes of the degree programme

<i>Dublin Descriptors for MA Level</i>	<i>Learning Outcomes for the MA Degree Programme in North American Studies articulated in Key Competences</i>
<p>Acquiring Knowledge and Understanding</p> <p>1. Students have demonstrable knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>A Master's Degree Programme in North American Studies is awarded to students who:</p> <p>1 a. have demonstrated in-depth interdisciplinary knowledge and understanding of specific cultural, social, historical and political developments on the American continent, notably at the interstice between culture, politics and ethics.</p> <p>1 b. have demonstrated in-depth knowledge and understanding of the U.S.'s hemispheric and international relations, with particular emphasis on the role of the media in the production of cultural memories, historical truths, beliefs, and ideologies as well as national and individual identities; cultural and political identity formations of ethnic minorities in the Americas; formative dynamics of print culture and digital media in the formation of American history, culture and national identity; the impact of individual U.S. regions on the formation of national identities</p> <p>1 c. have an in-depth knowledge and understanding of the socio-political dimensions of American society, in terms of how it makes fundamental choices about its future in the face of a unique and overwhelming diversity of attitudes, behaviors and perspectives</p>
<p>Applying Knowledge and Understanding</p> <p>2. Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2 a. have the ability to formulate and refine a significant research problem, as well as to gather, select, and critically evaluate all relevant information from a wide variety of print, archival, and electronic resources, whilst demonstrating high standards of textual analysis and conceptual thought</p> <p>2 b. have an advanced-level ability to independently and creatively use and integrate relevant theories and methodologies of the core disciplines of American Studies (including cultural studies and cultural theory, political science, media studies and film theory, history, literature, and/or sociology)</p> <p>2 c. are able to apply highly complex and abstract theoretical and methodological tools to new, unfamiliar contexts, and in particular to develop possible solutions – on the basis of theoretical, ethical, and practical reasoning – for specific cultural and socio-political problems in past and/or contemporary multicultural societies, notably those in the United States and the Americas</p> <p>2 d. have the ability to formulate logical, critical, conceptually and theoretically sophisticated and original argumentative essays of different length and complexity, whilst demonstrating a significant degree of creativity and flexibility in adopting multiple perspectives and in approaching problems with the theoretical and methodological tools offered by several different disciplines</p> <p>2 e. can make constructive contributions to group projects, deal with criticism, respect divergent opinions, give constructive feedback, assume responsibility for certain tasks, and (in higher-level courses) assume a leadership role in coordinating and integrating contributions by various group members</p> <p>2 f. have the ability to plan and complete appropriate</p>

	<p>coursework, and organize and carry out a substantial research project within an established time frame</p> <p>2 g. have shown an advanced awareness of and commitment to scholarly standards in terms of accuracy, ethical behavior, and the breadth of the sources used and cited in assignments and in the final dissertation</p>
<p>Making Informed Judgments and Choices</p> <p>3. Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.</p>	<p>3 a. ability to conduct a medium-length research project, develop a significant and at least partly original research problem, integrate complex theories and methodologies of relevant core disciplines of American Studies (including cultural studies and cultural theory, political science, media studies and film theory, history, literature, and/or sociology, as appropriate), formulate responsible and ethical judgments, and present the results in the form of an MA thesis (including critical apparatus) of about 15,000 words that fully conforms to academic standards</p> <p>3 b. have displayed originality and independent thought in formulating and refining a significant research problem and in providing abstract, theoretically-founded critical analyses of complex social, cultural, historical, ethical and political issues related to the chosen research topic(s)</p> <p>3 c. are able to select and integrate relevant theories and insights offered by a range of disciplinary domains to critically examine cultural and socio-political challenges stemming from different forms of injustice and inequality in contemporary multidisciplinary societies (particularly in the United States and the Americas), and to articulate possible solutions on the basis of theoretical, ethical, and practical reasoning</p> <p>3 d. have the ability to form well-grounded opinions about complex social, political, and economical issues in contemporary U.S. society, as well as the role that ideology and media play in those issues, and are able to engage with others in informed debate over those opinions</p> <p>3 e. are able to continuously re-examine their views of the United States and contrasting cultures (notably in the Americas) in the light of their own lives and employment experiences</p>
<p>Communicating Knowledge and Understanding</p> <p>4. Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4 a. ability to communicate effectively and convincingly the results of one's research and to present complex and highly abstract information to both academic and non-specialist audiences in English by making effective use of appropriate communication registers</p> <p>4 b. have the ability to work and communicate effectively in an international and intercultural context.</p> <p>4 c. have the ability to communicate effectively and to present complex scholarly information at an advanced level of English language competence to both academic and non-academic audiences by making informed use of digital technologies, including online learning environments, digital databases and communication systems</p> <p>4 d. have demonstrated proficiency in the target language of English at C2 level (near native) in the areas of listening and reading, in written and spoken production (based on the CEFR)</p>
<p>Capacities to Continue Learning:</p> <p>5. Students have developed those learning skills that are necessary</p>	<p>5 a. have the requisite domain-specific and general knowledge, understanding and skills to study autonomously and to formulate and refine an original research problem</p> <p>5 b. possess the appropriate learning skills and strategies to independently identify and fill specific knowledge gaps and</p>

for them to continue to undertake further study with a high degree of autonomy.	<p>stay up-to-date at an advanced level with current developments in the domain of American Studies and related fields</p> <p>5 c. have acquired the requisite intercultural awareness and respect to successfully undertake advanced academic course work and experiential learning at a partner institution in the United States, as well as in future international employment contexts</p> <p>5 d. have the ability to successfully undertake specialized third cycle degree programmes requiring MA-level domain-specific knowledge and understanding as well as independent research skills, in particular in American Studies and related fields, as well as Research Master programmes, both in Europe and North America</p>
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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. All assignments, including the MA dissertation, must be written in English

Article 3.4 – Master’s tracks

The degree programme has the following Master’s tracks:

No.	Master’s track
1	American Studies

Article 3.5 – Content of the curriculum

1. The degree programme comprises the following course units with their student workload:

No.	Course unit	Student workload in ECTS
1	Research Seminar I	10
2	Research Seminar II	10
3	Research Seminar III	10
4	Research Seminar IV	10
5	MA Dissertation	20
6	MA Internship* OR:	10
7	Study Abroad**	10

* Students have the option to replace the second semester Research Seminar with an MA Internship, which is relevant to the nature and level of the degree programme and is to be carried out during the second semester, in principle in the U.S. or the Americas.

** Pending availability of exchange places and eligibility, students have to option replace the second semester Research Seminar and do 30 ECTS of course work at MA level during the second semester at one of the institutions in the Americas with which the degree programme has a formal exchange agreement. Students doing course work in North America will in principle complete the equivalent of 3 research seminars at 400 level or higher (all credit in excess of 10 ECTS will be recorded on the student’s degree certificate).

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.

Section 4 Assessment within 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
5	MA Dissertation		3 Research Seminars
6.	MA Internship		3 Research Seminars
7.	Study Abroad		3 Research Seminars

SECTION 5 TRANSITIONAL AND FINAL PROVISIONS

Article 5.1 – Amendments

1. Any amendments to part A of these Regulations will, following the recommendation by and/or upon the approval of the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to part B of these Regulations will, following the recommendation by and/or upon the approval of 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 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 the Student Portal.

Article 5.3 – Date of commencement

These Regulations shall take effect on 1 September 2017.

These Regulations were decreed by the Board of the Faculty of Arts on 4 July 2017 and approved by the Faculty Council and the Programme Committee where required.

Appendices:

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

Matrix of expected learning outcomes

	1a.	1b.	1c.	1d.	2a.	2b.	2c.	2d.	2e.	2f.	2g.	2h.	3a.	3b.	3c.	3d.	4a.	4b.	4c.	5a.	5b.	5c.	
YEAR 1 semester 1																							
The Ghosts in Our Machine: Animals and Visual Culture	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x				
Religion in the Borderlands	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x				
Politics for the People: Participatory Culture in Early America	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x				
YEAR 1 semester 2																							
Social Movements and Subcultures	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x				
MA Dissertation	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	
MA Internship																	x	x	x	x	x	x	