



Universiteit Leiden

# Course and Examination Regulations

valid as of 1 September 2024

Programme-specific section:

## Bachelor's Programme: South and Southeast Asian 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 course and examination regulations 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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Appendix E – Prospectus (see <https://studiegids.universiteitleiden.nl/>)

## 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 South and Southeast Asia Studies 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:

#### Knowledge and understanding

1. General knowledge of the language map of South and Southeast Asia and of the position of the languages of this region, in particular Hindi, Indonesian, Sanskrit and Tibetan, within language families;
2. General knowledge of different scholarly approaches to language;
3. Insight into the functioning of language in various socio-political contexts in South and Southeast Asia;
4. Basic knowledge of historical and current developments in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the study of history;
5. Basic knowledge of the history and institutions of at least one of the major religions in South and Southeast Asia (Buddhism, Hinduism, Islam), and a broad knowledge of the study of religion;
6. Basic knowledge of various cultural expressions (language, literature, art and material culture, performing arts, popular culture) in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the various scholarly approaches to these cultural expressions;
7. Deeper knowledge of, and insight into, one of the two specialized areas of study in the programme (1. Modern South and Southeast Asia *or* 2. Classical Cultures of South and Southeast Asia);
8. Knowledge of, and insight into, the history and state of the art of the study of South and Southeast Asia.

#### Applying knowledge and understanding

9. Language proficiency: the learning outcomes with regard to the component language acquisition depend on the chosen language (Hindi, Indonesian, Sanskrit, or Tibetan) and the level at which the student completes this component. The minimum allowable completed language component is 40 EC;

Aims and objectives of the *Common European Framework of Reference for Languages*

| <i>Hindi:</i>      | <i>Propaedeutic</i> | <i>Bachelor</i> |
|--------------------|---------------------|-----------------|
| Listening          | A1                  | B1              |
| Reading            | A2                  | B2              |
| Spoken interaction | A1                  | B1              |
| Spoken production  | A1                  | B1              |
| Writing            | A1                  | B1              |

| <i>Indonesian:</i> | <i>Propaedeutic</i> | <i>Bachelor</i> |
|--------------------|---------------------|-----------------|
| Listening          | A2                  | B2              |
| Reading            | B1                  | B2              |
| Spoken interaction | A1                  | B1              |
| Spoken production  | A2                  | B2              |
| Writing            | A2                  | B2              |

*Sanskrit*

Knowledge and understanding of the idiom of different text genres in classical Sanskrit; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context;

*Tibetan*

Knowledge and understanding of the idiom of different text genres in classical Tibetan; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context.

**Judgement**

10. The ability to answer basic research questions regarding the study of South and Southeast Asia using secondary sources and, depending on the language chosen and the level achieved in this language, primary sources;

**Learning skills**

11. Ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective.

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 [*Gedragscode voertaal*<sup>1</sup>], the language in which the instruction is given and in which the examinations and final examinations are held is 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 Course and Examination Regulations (OER) in English for English-taught programmes.

2.9.2. Contrary to Article 2.9.1, in 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.<sup>2</sup>

<sup>1</sup> [Code of Conduct on Language of Instruction](#)

<sup>2</sup> [Guideline on Language Policy](#)

## Chapter 3 Curriculum

3.2.8 Not applicable.

## 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>   |
|---|--|
| Hindi 2   | Hindi 1  |
| Hindi 3   | Hindi 2  |
| Hindi 4   | Hindi 3  |
| Hindi Literature  | Hindi 4  |
| Sanskrit 2  | Sanskrit 1   |
| Sanskrit 3  | Sanskrit 2   |
| Sanskrit 4  | Sanskrit 3   |
| Advanced Readings in Sanskrit Literature  | Sanskrit 4   |
| Indonesian 2  | Indonesian 1   |
| Indonesian 3  | Indonesian 2   |
| Indonesian 4  | Indonesian 3   |
| Indonesian 5  | Indonesian 4   |
| Tibetan 2   | Tibetan 1  |
| Tibetan 3   | Tibetan 2  |
| Tibetan 4   | Tibetan 3  |
| Tibetan 5   | Tibetan 4  |
| Seminar II: Heritage of South and Southeast Asia <i>or</i> Futures of South and Southeast Asia <i>or</i> Current Affairs of South and Southeast Asia  | At least 45 EC from the first year (propaedeutics) of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Classical Cultures of South and Southeast Asia: Seminar 1 |
| Seminar III: Heritage of South and Southeast Asia <i>or</i> Futures of South and Southeast Asia <i>or</i> Current Affairs of South and Southeast Asia | Propaedeutics and 45 EC of the second year of the bachelor's programme in South and Southeast Asian Studies <i>including</i> Seminar II (title varies)   |

|  |  |
|--|--|
| Reading Southeast Asia                             | Kerncurriculum: Area Studies   |
| Mapping Iconographies of South and Southeast Asia  | Hindu Myths in the Art of South and Southeast Asia <i>or</i> Buddhist Art  |
| Hindu Myths in the Art of South and Southeast Asia | Introduction to Hinduism (preferably) <i>or</i> Premodern Histories of SSEA <i>or</i> Classical Cultures of SSEA: Seminar I                    |
| Islam in Southeast Asia: The Basics                | Introduction to the Study of Islam   |
| Politics of South and Southeast Asia               | State, Politics and Economy in Modern South and Southeast Asia   |
| Economies of South and Southeast Asia              | State, Politics and Economy in Modern South and Southeast Asia   |
| Pure Land Buddhism in India and Tibet              | Introduction to Buddhism   |
| Study abroad programme (third year)                | - Propaedeutics<br>- at least 45 EC of the second year including Indonesian 4, Hindi 4, Sanskrit 4 or Tibetan 4<br>- Seminar II (title varies) |
| Bachelor's thesis                                  | Propaedeutics and second year of bachelor's programme in South and Southeast Asian Studies   |

## 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.