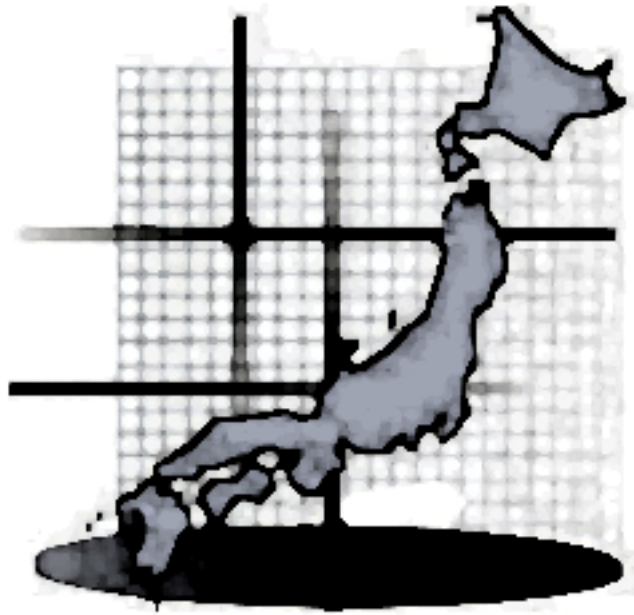


Leiden University



ライデン大学  
日本研究所

**MA: Japan Studies (by Coursework)**

(with the course offerings from 2011/13\*)



Universiteit Leiden

\*subject to change

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**THIS BOOKLET CAN BE DOWLOADED AT**  
<http://www.hum.leidenuniv.nl/japans/ma-information/the-first-semester.html>  
**CHECK THE WEBSITE REGULARLY FOR UP-TO-DATE INFORMATION**  
**CONCERNING THE PROGRAMME**

Building on the uniquely long and intimate relations between the Netherlands and Japan, Leiden University has one of the oldest and most established programmes of Japanese Studies in the Western world. Leiden University is also the only university in the Netherlands to offer an MA programme in Japanese Studies.

The unique, world-class teaching and research portfolio is reflected in the programme, with a wide range of offerings in history, art history, literature, religion and the social and political sciences.<sup>1</sup> A special feature of the MA programme in Leiden is that students spend two semesters in Japan.

In teaching, Japanese Studies at Leiden highlights the contested and discourse-based nature of scholarship. As compared to universities elsewhere in Europe, Leiden stands out by providing the opportunity for comparative and collaborative teaching and research on Japan in the context of East Asia. Students are given a central and directive role in their own education, producing a 'student led' environment that fosters research skills and initiative.

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<sup>1</sup> Not every discipline is available in every academic year.

## PROGRAMME OBJECTIVES

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Successful completion of the programme equips students with:

- an excellent command of the Japanese language, appropriate to the field of study;
- specialised knowledge of Japan and understanding of its internal and external dynamics;
- starting points for contextualising Japan within Asia;
- the ability to comment on Japan from different angles (e.g. Western Europe) for both specialist and general audiences, and to act as cultural mediators;
- understanding of the history of Japanese Studies and its current development, as well as its interfaces with various disciplines (e.g. literature, (art) history, political science, philosophy) and its social relevance;
- understanding of disciplinary thinking;
- good analytical skills;
- understanding of concepts, terminology and methodology as dictated by regional-disciplinary specialisation, as well as some experience in their application;
- research experience: the ability to locate, evaluate and use source materials, professional literature and research methodology and techniques, as well as training in the oral and written presentation of results, both for monitoring purposes and for reporting in various professional settings.

The programme aims to prepare graduates for a variety of employment in the civil service, corporate life, NGOs, journalism, cultural institutions and so on, and enables professional mobility and development – ie. jobs requiring superior analytical, research and presentation skills. Graduates will be particularly well qualified to pursue professional careers in which the use of high-level Japanese language skills is important. In addition, the Coursework programme is informed by the same scholarly spirit as the Research MPhil in Area Studies: for Coursework<sup>2</sup> graduates wishing to turn to research-intensive careers after all, their degree will be a solid stepping stone on the road to a PhD.

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### Entry requirements

Primary entry requirements for the MA by Coursework in Japanese Studies are:

- an excellent command of English;
- a BA degree or its equivalent, with a relevant regional or disciplinary specialization
- a good command of Japanese that is sufficient for the successful completion of graduate studies (JLPT level 2 or equivalent within one semester);<sup>3</sup>
- strong motivation.

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<sup>2</sup> For more information about the MPhil in Area Studies see

<http://en.mastersinleiden.nl/programmes/area-studies-research-asia-and-the-middle-east/en/introduction/>

<sup>3</sup> Students with demonstrably better Japanese may be eligible to apply for an exemption from the requirement to spend a year in Japan (see Year in Japan, below).

### **First Year:**

The first year of the MA programme is divided into two parts. The first, which runs from September until March, consists of a combination of intensive language training and disciplinary training in Japanese and Asian Studies. The purpose of this part of the first year is to prepare students for their year in Japan, which follows the Japanese academic year and runs from April. Specifically, students will be trained to reach the equivalent of JLPT level 2 before they go to Japan; because this level is essential for students to be able to follow courses in Japanese at Japanese universities, in principle **students will not be permitted to progress to the next phase of the MA (in Japan) unless they meet this standard in March**. The preferred partners of Leiden University for Japanese Studies are (amongst others) Keio University, Waseda University, Sophia University, Rikkyo University, Kyoto University, Nagasaki University and the Osaka University of Foreign Languages.

Along side language training, students will be able to choose from a number of academic courses (known as Master Classes, and State of the Field seminars); these cover topics in fields such as history (modern and pre-modern), politics and international relations, religion, literature and consumption. Students will be encouraged to choose courses appropriate to their interests, so that they can build upon these foundations whilst in Japan and prepare for writing a specialist dissertation on their return to Leiden in year two.

### **Second year:**

The second year of the programme is also divided into two parts, since students will complete their year in Japan at the start of the second semester. The second semester takes place in Leiden. Much of the work in this semester is concerned with polishing advanced language skills and developing specialised expertise so that a final dissertation can be written. At this stage, language and academic skills should be properly integrated, and it will be expected that students should be able to work from primary sources in Japanese when they write their final MA thesis. Students are free to choose the topic of their thesis; the Thesis Supervision Committee will assign to each student the most appropriate academic supervisor from amongst the expert staff of the programme. At the moment, we are able to supervise topics in the fields of history, religion, literature, politics and international relations, visual and material culture, linguistics, sociology and anthropology.

During the final stages of the MA, emphasis is also placed on cultivating a command of Japanese appropriate for practical use in situations in which graduates often find themselves in their subsequent professional lives. Topics might include: legal, commercial and political language use, Internet and the new media.

### **Master's thesis and requirements for graduation:**

In order to graduate, students must have successfully completed the 120 ects programme and have completed their final thesis as a component of that programme. The programme is concluded with a Master's thesis based on original individual research. Students are supervised individually by staff members of the department.

The thesis for the Japanese Studies Master's programme carries 15 ects, and normally contains a maximum of 13,000 words including notes, bibliography and appendices.

## PROGRAMME OVERVIEW

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### Main Programme (2011/13):

Course title	t.a.	level	ECTS
<b>Year 1, Semester 1</b>			
Asian Studies Master Class; choice from:			
1) East Asian Master Class I	s/sst	500	10
2) East Asian Master Class II	s/sst	500	10
Advanced Applied Japanese: NNS Level 2**	s/sst	400	10
State of the Field Seminars; choice from:			
1) Histories of Early-Modern Japan	s/sst	500	10
2) History & Historiography of Modern Japan	s/sst	500	10
3) Modern Japan through Consumption	s/sst	500	10
4) Critical Security in East Asia	s/sst	500	10
<b>Year 1, Semester 2</b>			
MA-thesis Tutorial 1 / Topical Readings	s/sv	400	10
Advanced Applied Japanese: NNS Level 2 (until March)**		400	0***
Academic Year in Japan A (first half Japanese academic year):		400	20*
<b>Year 2, Semester 1</b>			
Academic year in Japan B (second half Japanese academic year):		400	25*
MA-thesis Tutorial 2a	sst./sv	500	5
<b>Year 2, Semester 2</b>			
Academic year in Japan C (second half Japanese academic year):		500	5*
MA-thesis Tutorial 2b	sst./sv	500	5
Advanced Applied Japanese: Academic Writing (from March onwards)		500	5
MA-thesis		500	15

\* The academic year in Japan will take up 50 ects.

\*\* Advanced Applied Japanese: NNS Level 2 will be taught in 2 semesters. The course as a whole will count for 10 ects.

\*\*\* This course represents the completion of AAJ from semester 1.

#### Explanatory:

t.a.:	teaching activity
level:	level-indication according to the Leiden 100-600 system
Level:	See 'What is an MA and how is it different from a BA' at the end of this booklet
ects:	European credit transfer system
s:	seminar
sst:	self-study
sv:	(individual/tutorial] supervision

*East Asian Master Class I:*  
**Modern China**

**Instructor(s):** Prof. Dr. F. Pieke  
**ECTS:** 10.0  
**Year/Level:** MA1/500  
**Method of Instruction:** Lecture (2 hours per week)/Seminar (1 hour per week)<sup>4</sup>

**Description**

This course discusses some of the key issues and questions driving the study of China, putting these in a general disciplinary or comparative context. The course is not simply an introduction to China, but revolves around key concepts, theories and ideas that the students are expected to make their own. The emphasis will be on the current state of the field and on modern China, but many of the issues that we will be discussing have their roots in traditional China and ample attention will be given to the continuities of China as a society and culture.

**Assessment**

Four short essays (maximum 2,000 words) (10 % each, or 40% total)  
One longer paper (maximum 5,000 words) (40%)  
Oral presentations (10% for the essays and 10% for the paper, or 20% in total)

For further info: [f.n.pieke@hum.leidenuniv.nl](mailto:f.n.pieke@hum.leidenuniv.nl)

*East Asian Master Class Master Class II*  
**Theories and Methods in Asian Studies**

**Instructor(s):** Dr. A. Ezawa  
**ECTS:** 10.0  
**Year/Level:** MA1/500  
**Method of Instruction:** Lecture (2 hours per week)

**Description**

This course is concerned with theories and issues central to the field of Area studies. It will expose students to key writings on the challenges of studying and writing about the 'non-West' and explore major theories and conceptualizations, which have grown out of this debate. The broad regional and disciplinary scope both of the seminar and the participating students is aimed to stimulate cross-disciplinary dialogue and allow students to get acquainted with approaches and geographic and national contexts beyond their own specialization.

The course is aimed to sharpen students' critical thinking and encourage self-reflection about the theoretical challenges and opportunities of their field of study. Students are also encouraged to develop and present their own point of view in class discussion, through webpostings, position papers and their research paper.

**Assessment**

Attendance, participation, webpostings, presentation: 30%  
Analytical paper (1,500 words): 30%  
Research paper (3,000-5,000 words): 40%

For further info: [a.ezawa@hum.leidenuniv.nl](mailto:a.ezawa@hum.leidenuniv.nl)

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<sup>4</sup> A separate seminar will be facilitated for students with limited knowledge of Chinese history.

While this seminar fosters disciplinary awareness, its curricular definition both regional and disciplinary. It aims to provide context and methodological tools for students' individual specializations. Although it is not always the case that a State of the Field Seminar will directly address the research agendas of every student, the seminar should be seen as an indispensable source of academic and scholarly contextualization and training. For example: without some training in modern Japanese history, the study of 20<sup>th</sup>-century Japanese literature is unlikely to go far. Not all seminar topics have such a self-evident bearing on individual specializations, but it is of paramount importance that students be exposed to them nevertheless — so as to foster curiosity, broad intellectual development and inter/multi-disciplinary thinking. The state-of-the-field seminar systematically introduces students to primary materials and (English-language) professional literature on a topic in Japanese Studies, and invite critical discussion of same.

### Assessment

In keeping with the objectives of the MA degree (for students to gain research skills and initiative), the assessment and structure of each State of the Field Seminar will be partly determined by the students themselves. This method is characteristic of the MA and is one of the factors that distinguishes this level from that of an BA. The specifics of this assessment method will be explained in the first session of each course, but the general form of assessment will be:

Presentation (including bibliographical exercise <sup>5</sup>); weekly position papers; final paper. Discussions in English; texts in English and (for those who are able) Japanese.<sup>6</sup> Each week, students must submit a short position paper offering a critical assessment and provisional stance on the previous week's topic and its associated literature.

Possible topics for State of the Field Seminars include:<sup>7</sup>

- Issues in Modern Japanese History
- Issues in Pre-Modern Japanese History
- Issues in Japanese Art History
- Issues in Japanese Literature
- Issues in Japanese Linguistics
- Issues in Japanese Religion
- Issues in Japanese Social Sciences
- Issues in the International Relations of Japan

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<sup>5</sup> As the course progresses, with coordination and guidance from the instructor, students will be asked to take turns assembling reading assignments for their fellow students in relation to their weekly presentation topic.

<sup>6</sup> Because State of the Field Seminars are also open to students of other MA programmes, it should be technically possible to follow the seminar without advanced Japanese language ability. However, students enrolled on the MA in Japanese Studies will be expected to be able to use primary and secondary sources in Japanese.

<sup>7</sup> Not all courses are available in every year. The absence of a course does NOT mean that students cannot pursue a particular discipline for their thesis, as long as the relevant faculty-member is in Leiden.

*State of the Field Master Seminar*  
**Multiple Histories of Early Modern Japan:  
a multidisciplinary approach to Japan's past**

**Instructor (s):** Prof. Dr. I.B. Smits, Dr. H. Van der Veere  
**ECTS:** 10  
**Year / Level:** MA1 / 500  
**Method of Instruction:** Seminar (2 hours per week)

**Description**

In this MA seminar students and instructors read and discuss together a range of scholarly writings related to Japanese religion, philosophy, history and literature. The seminar uses the early-modern period in particular as a case study, examining scholarly works on this period in the fields of history, religion and literature to allow students to discover the power of interdisciplinary research in the area studies fields. By trying to map out a 'state of the field' of research on a range of areas of Tokugawa Japanese society, the seminar demonstrates research trends and methodologies which are also highly relevant to studies on other periods of Japanese history. Readings for the course thereby include a mixture of theoretical and scholarly work relating both to the fields of history, literature and religion in general, and to the case of Japan in particular in other fields.

Concrete aims of the seminar include to:

1) introduce students to a range of exemplary scholarly texts in English and (for those who are able) Japanese; 2) develop an awareness of different historical approaches, methodologies and schools; 3) develop a knowledge of the multi-disciplinary way in which historical, literary studies and religious studies writings interact in the academic study of early modern (as well as pre-modern) cultures and societies; 4) give students the capacity to react critically to different approaches and form their own scholarly responses

**Assessment**

Presentation (including bibliographical exercise); weekly position papers; final paper. Discussions in English; texts in English and (for those who are able) Japanese. Each week, students must submit a short position paper offering a critical assessment and provisional stance on the previous week's topic and its associated literature.

For further info: [i.b.smits@hum.leidenuniv.nl](mailto:i.b.smits@hum.leidenuniv.nl)

*State of the Field Master Seminar*  
**Issues in the History and Historiography of Modern Japan**

**Instructor(s):** Dr. Ethan Mark  
**ECTS:** 10  
**Year / Level:** MA1 / 500  
**Method of Instruction:** Seminar (2 hours per week)

**Description**

The study of the history of Modern Japan, like that of other modern societies, has played host both to global scholarly trends, methodologies, and debates, and to issues and topics specific to Japan. Long perceived and portrayed as profoundly different from the modern West, and at the same time seen as unique among non-Western societies in its "successful" pursuit of Western-style modernization, modern Japan has been distinctly subject to ongoing debates over the universal

applicability of Western scholarly categories and paradigms. How was Japan's modernization achieved, and how did its nature and experience compare with those of other modern societies? Was the Meiji Restoration a revolution in the Western sense? How are we to describe the modern Japanese state, society, and their interrelationship? What were the nature and driving forces in Japan's economic growth? How did Japan build its empire—and how did the empire build Japan? Was prewar Japan a democracy? How did the experiences of war and the American occupation contribute to the making of postwar Japan?

In this Master's Seminar we shall together read, research, discuss, and present on exemplary scholarly texts in English and (for those who are able) Japanese treating these and other perennial "big questions" in the study of Modern Japanese history, with three ends in mind: Firstly, to develop a sense of the existing literature and range of study of modern Japanese history; secondly, to gain awareness of the distinct, evolving, and often sharply contending schools and approaches that have animated scholarly debates; and thirdly, to produce our own critical responses to these questions, and to the methodological strategies employed to answer them.

#### **Assessment**

Participation element (including attendance and one oral presentation of approximately 20-30 minutes plus discussion): 35%

Analytic element (Position papers): 25%

Research element (research essay 4,000 words): 40%

#### **Required reading**

Readings are selected from a wide range of sources.\*\*

+As the course progresses, with coordination and guidance from the instructor, students will be asked to take turns assembling reading assignments for their fellow students in relation to their weekly presentation topic.

\*\*Students with Japanese language training will be expected to consult Japanese as well as English texts.

For further info: [e.mark@hum.leidenuniv.nl](mailto:e.mark@hum.leidenuniv.nl)

### *State of the Field Master Seminar* **Japan through Consumption**

<b>Instructor(s):</b>	<b>Prof. Dr. K.J. Cwiertka</b>
<b>ECTS:</b>	<b>10.0</b>
<b>Year/Level:</b>	<b>MA1/500</b>
<b>Method of Instruction:</b>	<b>Seminar (2 hours per week)</b>
<b>Term:</b>	<b>1st semester</b>

#### **Course Description:**

Mass availability of consumer goods has had the most significant impact upon the way of life of ordinary people during the last hundred years. No aspect of daily life has been left untouched by the emergence of the consumer society. It has not only satisfied our needs, and created new ones, but also in many ways affected the ways we view the world and our position in it. Consumerism, which may be defined as the cultural expression and manifestation of the routine practices of consumption, not only structures our everyday lives, but also offers us the illusion of freedom. This course will explore the historical transformation of consumption and its growing impact on society, with particular reference to Japan.

**Course Objectives:**

This course aims to introduce students to the key theoretical and conceptual literature on consumer society and to familiarize them with the ways to apply this literature to the study of Japan in both historical and contemporary contexts. By reading and discussing a variety of seminal scholarly texts written by sociologists, anthropologists, historians and philosophers, students will gain awareness of consumption as a socially constructed and historically evolving process, which does not merely lead to the satisfaction of a biologically rooted set of needs, but rather serves as a way of establishing a difference, marking off one's sense of identity. We will explore the place of consumption (of both material objects and experiences) within modernity and post-modernity.

**Assessment:**

Participation element (attendance, assignments): 35%

Analytic elements (3 position papers): 25%

Research element (research essay 4000 words): 40%

**Required reading** (purchase recommended):

Bauman, Zygmunt. 2007. *Consuming Life*. Cambridge: Polity Press.

Bocock, Robert. 1993. *Consumption*. London: Routledge.

Lee, Martyn J., ed. 2000. *The Consumer Society Reader*. London: Blackwell

For further info: [k.j.cwiertka@hum.leidenuniv.nl](mailto:k.j.cwiertka@hum.leidenuniv.nl)

*State of the Field Master Seminar*  
**Critical Security in East Asia**

<b>Instructor(s):</b>	<b>Dr. L. Black</b>
<b>ECTS:</b>	<b>10</b>
<b>Year/level:</b>	<b>MA1/500</b>
<b>Method of Instruction:</b>	<b>Seminar (2 hours per week)</b>

**Description**

How is 'security' defined in International Relations? Who or what is 'secured' (the state, citizens, the environment...) and who 'secures' (the state, communities, the military...)? How has the field of security studies evolved and with what repercussions? What theoretical frameworks can be employed to understand security issues in the East Asian region?

This course examines a number of approaches to understanding contemporary security issues in the East Asian region. The course begins by problematizing the concept of 'security'. We then examine the foundational work in the field of security studies, focusing, in particular, on traditional conceptions of security and realism. From there, we examine the liberalist notion of the 'democratic peace' and consider how the democratic peace is relevant to East Asian states. Following these three introductory sessions, we begin to challenge the orthodoxy of traditional security studies by delving into a series of constructivist and critical theories and concepts, including the Copenhagen School and securitization, emancipation, discourse and identity, human security, environmental security, feminism, and postcolonial approaches. In each of these sessions we will apply the theoretical frameworks and concepts to specific case studies. The case studies comprise the role of civil society in banning cluster munitions, securitization of maritime piracy, the plight of refugees in East Asia, the management of nuclear arsenals in the case of the Six Party Talks, paranoia and the 'War on Terror', protest and repression in Burma, women in and

affected by East Asian military forces, Humanitarian Intervention and the responsibility to protect, security tensions between China and Taiwan, energy security and the environment. Through applying the theories to specific cases, students will develop a sophisticated understanding of contemporary security issues in the East Asian region.

The issues addressed in this course will have relevance to a number of disciplines. Students should draw on previous work they have done in other academic fields and demonstrate their knowledge in seminars, as well as in their assessed work. It is also hoped that students will apply the knowledge they gain through studying Critical Approaches in the International Relations of East Asia to other courses they are taking.

Students are expected to use additional sources to those in the suggested reading list and to keep up-to-date with current affairs through reading newspapers, relevant internet sites and online journals.

**Assessment**

Presentation (including bibliographical exercise); five position papers; final paper; discussions in English; texts in English and East Asian language (Chinese, Japanese, or Korean).

**Indicative reading**

Booth, Ken. Ed. 2005. *Critical Security Studies and World Politics*. Boulder and London: Lynne Rienner.  
Burke, Anthony and McDonald, Matt. Eds. 2007. *Critical Security in the Asia-Pacific*. Manchester and New York: Manchester University Press.  
Fierke, K.M. 2007. *Critical Approaches to International Security*. Cambridge and Malden: Polity Press.  
Sheehan, Michael. 2005. *International Security – An Analytical Survey*. Boulder: Lynne Rienner.

*Students are expected to read the following volume over the course of the semester if they have not already done so,*

Burchill, Scott. et. al. 2009. *Theories of International Relations*. New York and Basingstoke: Palgrave Macmillan. POLWET CA1/252 – an older version is available at JAPAN. 2335 D 34

For further info: [L.o.black@hum.leidenuniv.nl](mailto:L.o.black@hum.leidenuniv.nl)

### **Advanced Applied Japanese (AAJ & Preparation for NNS2)**

A central aspect of the MA in Japanese Studies in Leiden is language training. All students attend a dedicated class on Advanced Applied Japanese in their first semester. This course has been designed to lift the language ability of all students to the level necessary to properly and profitably participate in university seminars and lectures during their year in Japan. In practice, if students fail to reach a minimum of the equivalent of level 2 of the Japanese Language Proficiency Test by the end of this course, they will not be permitted to go to Japan.

Language training in this course is slightly longer than one semester, and it overflows into the first half of the second semester before students leave for Japan.

<b>Instructor(s):</b>	<b>Yoshiko Kragt-Masui, Naomi Seki &amp; Kanako Ono</b>
<b>ECTS:</b>	<b>10.0</b>
<b>Year/Level:</b>	<b>MA1/400</b>
<b>Method of Instruction:</b>	<b>Class</b>
<b>Language of instruction:</b>	<b>Japanese</b>
<b>Term:</b>	<b>1<sup>st</sup> sem. + part of 2<sup>nd</sup> sem. (September 2011 – March 2012)</b>
<b>Target Students:</b>	<b>MA Japanese Studies</b>

#### **Description & Objective**

The purpose of this course is primarily to train the student for intellectual activities in the Japanese language on an academic level. The language activities are thus organized in order to develop and enhance individual students' capabilities in logical thinking and the presentation of their own arguments and findings in Japanese. Hereby a basis is provided for the student to study or research at a Japanese university in the subsequent period.

When the student goes to a Japanese university for study or research, some of the immediate needs will include volume and critical/analytical reading, listening comprehension, understanding complicated sentence structure, writing a summary, discussion, making a presentation, and collecting information. The course is based on these elements, and it has a task-oriented syllabus to acquire practical skills in the language as well as communication and content.

#### **Assessment**

The overall mark is constituted by assessment of class performance(50%), presentation(10%), interview(10%) and the final exam(30%)

Textbook: 山本富美子 2006 『国境を越えて』 本文編改訂版 新曜社

留学生のための論理的な文章の書き方 (改訂版) スリーエーネットワーク  
二通信子、佐藤不二子 ISBN 978-4-88319-257-1

For more info: [y.kragt@hum.leidenuniv.nl](mailto:y.kragt@hum.leidenuniv.nl)

**MA thesis Tutorial 1 / Topical Readings (Semester 2)**

<b>Instructor(s):</b>	<b>various</b>
<b>ECTS:</b>	<b>10.0</b>
<b>Year/Level:</b>	<b>MA1/400</b>
<b>Method of Instruction:</b>	<b>Tutorial</b>
<b>Language of instruction:</b>	<b>English and Japanese</b>
<b>Term:</b>	<b>2<sup>nd</sup> semester (February – March 2012)</b>

**Description**

This course provides thematic and disciplinary angles for the study of Japan, with parameters defined by the topic and approach of the student's planned MA thesis. The course is taught in tutorial fashion by the student's primary MA supervisor, by appointment, one-to-one or in very small groups. The purpose of the course is to prepare the student (academically and linguistically) for their time in Japan, and in particular for being able to engage in self-directed research towards their dissertation in Japan (in Japanese). Hence, a significant portion of the work in this course should employ Japanese sources in the appropriate field.

Coursework consists of the assembling, reading, and critical review of specialized topical and theoretical reading material appropriate to the MA thesis, the composition of a written MA thesis project proposal, and a subsequent presentation on this project and peer review of one another's proposals in a workshop format.

The final task before departure for Japan is drawing a practical research and writing plan. This plan will serve for both the supervisor and the student as a blue print for drafting the dissertation, and should be regularly updated (see also Dissertation Progress Report).

Make sure to register on the following Blackboard site:  
[\[PERM\]MA Thesis Tutorial / Topical Readings](#)

**Assessment**

As soon as the Thesis Supervision Committee has assigned each student a thesis advisor, students should contact the advisor on an individual basis about their proposed thesis topic and appropriate sources. Students should then assemble a one-page (approx. 300 words) MA proposal accompanied by a reading list. This should take place no later than the final week of January, before the start of semester 2.

Subsequent interactions, with dates and times to be arranged between supervisor and student, are devoted to 1) ensuring that the student has understood the readings both in terms of their language and theoretical content (via short written analyses, in English, culminating in a longer literature survey) and 2) guiding the student to write a professional research proposal for their MA dissertation and to make a professional 'conference' presentation about planned research.

This exercise produces three major coursework outcomes:

1. A literature survey (approx. 2,000 words) reviewing and critiquing essential secondary theoretical and topical sources in English and Japanese, to be submitted in principle in week 3. Building towards the writing of this survey, students will begin by submitting a short book review (approx. 500 words) of an essential secondary source by the end of the first week. The book under review should be framed and assessed in relation to additional related readings in English and Japanese as well as existing book reviews.

2. An MA thesis proposal (approx. 1,000 words + bibliography) discussing issues to be addressed in the thesis, relevant scholarly literature, and a practical research plan. In principle the proposal is to be submitted to the thesis supervisor and distributed to fellow departmental MA students in semester week 5, discussed in a workshop in week 7 (see item 3 below), and rewritten for final submission in week 8.
3. A workshop attended by all MA students and supervisors to be held on 23 March 2011, in which students will make a brief formal presentation on their project followed by open discussion (10 minutes each).

**Assessment weights**

Pre-proposal (10%)

Book review (10%)

Literature survey (20%)

Research proposal (30%)

Final presentation (30%)

**Important:** Each student should submit a brief description of their research interests and preference for a thesis advisor to the Thesis Distribution Committee by October 1, 2011, using the form available on the website (<http://www.hum.leidenuniv.nl/japans/ma-information/ma-thesis.html>). All submission must be in hardcopy (mailbox of the 'examen commissie', to the left of room 103 in the Arsenaal) AND by email ([japanexcie@gmail.com](mailto:japanexcie@gmail.com)). The committee will then assign the supervisor with whom the student will work on his/her thesis and research from semester one.

Students will spend a year in Japan at one of Leiden's partner universities. The precise destination of each student will be determined early in the first semester, taking into consideration his/her research interests and the profile of each university. At present, Leiden's partner universities in Japan include: Nagasaki University, Keiô University, Waseda University, Kyoto University, Osaka University of Foreign Languages. This list is indicative rather than exhaustive.

Students should return from Japan with first class Japanese, a sound knowledge of their specialised subject area, and a solid resource base on which to build their dissertation in Leiden. In addition to research on their dissertation, whilst in Japan students will follow a series of courses on advanced Japanese language, and they will also have the opportunity to follow regular courses in their fields of interest at their host university (in Japanese).

The selection process for placement at a Japanese university starts in early September when students are asked to write a short (400 word) statement of intent (the form is available for download at <http://www.hum.leidenuniv.nl/japans/ma-information/the-first-semester.html>) explaining which university they would like to attend and why. The statement of intent should also list second and third preferences for a university placement. A further document is also attached to help student write their statement of intent. A meeting will be organized early in the first semester to explain this procedure, but students are strongly encouraged to begin planning their year in Japan before this meeting.

### **Japanese Language Acquisition Plan**

All students are required to earn 30 ECTS in Japan by following Japanese language courses OR content courses conducted in the Japanese language. This translates into approximately 15 *tan'i* in the Japanese system of grade registration. Students should specify which courses they intend to follow during their stay in Japan, using the Japanese Language Acquisition Plan Form (available for download at <http://www.hum.leidenuniv.nl/japans/ma-information/year-in-japan.html>). The form is due to the Examinations Committee on **June 1** (semester 1) and **October 1** (semester II). Students may also submit a plan for the entire year on June 1.

Some universities may not allow foreign students to earn *tan'i* or allow foreign students to participate in English-language courses only. In such cases, students are required to investigate different ways of improving Japanese language proficiency, such as taking part in specific courses as an observer, participating in club-activities, student newspaper etc. See Example Japanese Language Acquisition Plan (also available for download at <http://www.hum.leidenuniv.nl/japans/ma-information/year-in-japan>) for possibilities.

### **Important**

*Students are responsible for organizing their own visa applications. You are strongly encouraged to make inquiries at your embassy at the earliest possible date after being accepted on the MA programme, since the visa procedure can sometimes be lengthy (sometimes running to four or five months, for some nationalities). Neither the Department of Japanese Studies nor Leiden University are responsible for any of the consequences if you should fail to procure the correct visa.*

*Liaison with the Japanese partner universities should be conducted via Dr. L.O. Black (l.o.black@hum.leidenuniv.nl)*

## MA Thesis Tutorial 2

**Instructor:** various

**ECTS:** 10

**Year:** MA2/500

**Method of Instruction:** Tutorial

**Language of Instruction:** English and Japanese

**Term:** 2<sup>nd</sup> semester (MA1) and 1<sup>st</sup> semester (MA2) [corresponding to time spent in Japan].

This course provides thematic and disciplinary angles for the study of Japan, with parameters defined by the topic and approach of the student's planned MA thesis. The course is taught in tutorial fashion, primarily through online contact between the student in Japan and the instructor in Leiden, on a one-on-one basis. The purpose of the course is to ensure proper supervision of the student around their thesis project while they are in Japan. Thus, a significant portion of the work in this course should involve research towards the thesis project, particularly involving Japanese sources.

Students are expected to be in contact with their Leiden supervisor on a regular basis throughout the year in Japan. Students should build on the MA proposal created in Thesis Tutorial 1 and then carry out the necessary research under the direction of the supervisor.

### Assessment

Assessment of the Thesis Tutorial 2 shall be made up of 4 tasks to be carried out in combination with the production of regular Thesis Progress Reports (TPRs). The procedure of submitting the reports is explained in detail in the form available for download at <http://www.hum.leidenuniv.nl/japans/ma-information/year-in-japan>. The reports are due to the supervisor on **September 15, December 15, February 15 and May 15**.

The TPRs provide the basic markers through which the outcomes of the regular communication between the student and supervisor are written up and an agreement reached for subsequent research action. On four dates spread across the time of the student's year in Japan they will be asked to do the following 4 tasks.

1. Submit TPR form, + Revised Thesis Proposal (1000 words plus bibliography)
2. Submit TPR form, + a further 500 Word report on their education and research activities
3. Submit TPR form, + a further 500 Word report on their education and research activities
4. Submit TPR form, + a draft of one chapter of their thesis (around 2000 words)

Each of these elements will be weighted at 25%.

Students returning from Japan enter the final stages of their MA in Japanese Studies in Leiden. At this stage, there are two requirements remaining: one language component and the MA dissertation itself.

### Advanced Applied Japanese: Academic Writing

<b>Instructor:</b>	<b>Yoshiko Kragt-Masui</b>
<b>ECTS:</b>	<b>5.0</b>
<b>Year/Level:</b>	<b>MA2/500</b>
<b>Method of Instruction:</b>	<b>Class</b>
<b>Language of instruction:</b>	<b>Japanese</b>
<b>Term:</b>	<b>2<sup>nd</sup> semester (April -- June 2013)</b>
<b>Target Students:</b>	<b>MA Japanese Studies</b>

#### Description

Training in the active command of written Japanese (note-taking, reports, professional correspondence, creative writing, essays and so on) is pedagogically highly effective; it brings out the remaining limitations of a student's grasp of the language at large — that is, including all four basic skills<sup>8</sup> — with particular clarity. Feedback by the instructor and peer-learning are accordingly rewarding. In this course, students undertake writing assignments in Japanese, for correction in class by their fellow students and by the instructor. In addition to the above examples, the assignments should include an outline and a summary of the initial hypotheses and findings of their MA dissertation. This Japanese language summary will be appended to the student's dissertation as a Japanese language abstract.

#### Assessment

Continuous assignments + final exam.

Textbook : to be announced.

For further info: [y.kragt@hum.leidenuniv.nl](mailto:y.kragt@hum.leidenuniv.nl)

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<sup>8</sup> Aural comprehension, speaking, reading and writing.

### MA Dissertation / Thesis

The broad topic of the dissertation should have been negotiated between the student and the supervisor during the first semester of the first year in Leiden, since it should have formed the basis of the 'Topical Readings' course and shaped the agenda of the year in Japan. At this stage in the MA programme, the student should become actively concerned with the preparations for *writing* the thesis.

The thesis is based on original research (probably conducted largely in Japan), and makes substantial use of primary material in Japanese and professional literature. It is written in English, and is up to **13,000 words in length**: *including footnotes and bibliography*, and reflecting the scholarly virtues of originality, focus and conciseness. Without the supervisor's approval, no more than one third of the text shall consist of translation. The thesis must show the student's ability to conduct original research under supervision, and to make a contribution to scholarship in a way that inspires confidence in her/his ability to prepare written reports of good quality (semi-)independently in a variety of professional settings. Its author must show that s/he is conversant with the discourse as it emerges from influential publications in the field.

While preparing their thesis, students are in contact with their supervisor on a regular basis, to discuss the subject matter, to chart progress, and to flag any problems early on. The grade for the MA thesis is determined by the second reader in consultation with the supervisor (see p. 25 for assessment criteria). The second reader will be asked to assess the MA thesis once it is considered 'satisfactory' by the advisor; the role of the second reader is normally therefore not to propose major changes or revisions, but only to help in determining the grade. As an impartial figure, the second reader's assessment should be granted at least equal weight. In case of disagreements between readers, a third reader can be asked for an independent assessment, preferably a colleague whose expertise is closest to the field in which the thesis is written. The second reader normally is a member of the programme, but depending on the disciplinary or thematic focus of the thesis, members of other programmes at Leiden University may also be asked to serve as second reader.

### MA Dissertation / Thesis Regulations

Precise regulations and guidelines about writing the MA thesis will be provided by your supervisor. However, there are a number of standard issues of which you should be aware from the start.

**Word limits:** Word limits are imposed on written work for a reason: it is important that you learn to discipline your writing and communicate effectively. All professional publishers and places of work impose word limits on authors, and universities are no different. For every 5% your work is over the word limit, you will be penalised 5% of your final mark.

**Plagiarism:** The unacknowledged reproduction of the work, words, or ideas of another person constitutes plagiarism. This is not only a waste of your time, it is also illegal. Any work found to be plagiarised or to contain plagiarism will receive a mark of zero. At the MA level, it is assumed that all students will already be fully aware of the meaning and nature of plagiarism.

**Grade Descriptors:** To help you understand the meaning of the numerical marks that you receive for your work, and to help you to understand the requirements of your work, a 'grade descriptor' table is included below.

**Deadline:** In order to graduate before the start of the next academic year, all dissertations must be completed and marked before 15 August. Since all dissertations are double-marked, this means that the final product should be submitted no later 30 June.

### *Marking Criteria for MA Dissertations*

Although these criteria are listed here as pertaining to the thesis / dissertation, students may assume that these are also the criteria applied to all academic work at the MA level.

<b>Mark</b>	<b>Description</b>
Distinction 8-10	<ul style="list-style-type: none"> <li>• the research question is clearly defined and contextualised;</li> <li>• a clearly identifiable argument is specified crisply; it is coherently presented and supported by evidence;</li> <li>• alternative arguments are analysed and assessed against each other;</li> <li>• the approach is critical, not descriptive, but description is used appropriately;</li> <li>• a relevant methodology is explicitly identified and employed;</li> <li>• an impressive range of relevant sources have been consulted (in Dutch/English and Japanese);</li> <li>• an impressive range of knowledge of relevant literature, issues and debates is demonstrated (in Dutch/English and Japanese); and</li> <li>• the style and presentation is clear, careful, and professional; appropriate academic conventions have been observed accurately.</li> </ul>
Merit 7-7.9	<ul style="list-style-type: none"> <li>• the research question is reasonably defined, and contextualised;</li> <li>• an argument is specified, coherently presented and supported by evidence;</li> <li>• alternative arguments are referred to;</li> <li>• the approach is mostly critical, but with elements of description;</li> <li>• a relevant methodology is implied and employed;</li> <li>• most relevant sources have been consulted (in Dutch/English and some Japanese);</li> <li>• knowledge of relevant literature, issues and debates is demonstrated (in Dutch/English and some Japanese); and</li> <li>• the style and presentation is clear and careful, and appropriate academic conventions have largely been observed.</li> </ul>
Pass 5.5-6.9	<ul style="list-style-type: none"> <li>• the research question is vaguely defined, and tentatively contextualised;</li> <li>• an argument is identifiable, but may not be coherently presented or fully supported by evidence;</li> <li>• alternative arguments are mentioned but not analysed;</li> <li>• the approach is largely descriptive, not analytical or critical;</li> <li>• there is little evidence of methodological awareness;</li> <li>• some relevant sources have been consulted (mostly in Dutch/English), but some sources have been ignored;</li> <li>• some knowledge of relevant literature (mostly in Dutch/English), issues and debates is demonstrated, but this knowledge is either flawed or incomplete; and</li> <li>• the style and presentation lacks clarity or professionalism. Appropriate academic conventions have been only partially observed.</li> </ul>
Just Fail 5-5.4	<ul style="list-style-type: none"> <li>• the research question is poorly defined and contextualised;</li> <li>• an argument is implied, but it is incoherently presented and poorly supported by evidence;</li> <li>• alternative arguments are not acknowledged;</li> <li>• the approach is wholly descriptive;</li> <li>• no relevant methodology is acknowledged;</li> <li>• sources have been consulted, but their relevance is unclear – important sources have been ignored;</li> <li>• very little knowledge of relevant literature, issues and debates is demonstrated; and</li> <li>• the style and presentation is unclear and careless, and appropriate academic conventions have been ignored.</li> </ul>
Fail 2-4.9	<ul style="list-style-type: none"> <li>• the research question is unclear;</li> <li>• the argument is incoherent and unsupported;</li> <li>• alternative arguments are ignored;</li> <li>• the approach entirely descriptive, and many descriptions are flawed;</li> <li>• no methodology is employed;</li> <li>• irrelevant or inadequate sources have been used;</li> <li>• extremely limited or confused knowledge of relevant literature, issues and debates is demonstrated; and</li> <li>• the style and presentation is unclear and careless, and appropriate academic conventions have been ignored.</li> </ul>
Ungraded 0-1.9	<p>There is no identifiable question or answer, or the material presented is almost completely irrelevant to the aims of the Final Essay. The work is fundamentally wrong or plagiarised.</p>



## MODERN EAST ASIA RESEARCH CENTRE

MEARC, [www.mearc.eu](http://www.mearc.eu)

The Modern East Asia Research Centre (MEARC) is a European research hub based at Leiden University. It represents the institutionalisation of a cluster of disciplinary research trajectories in the various regional fields of Modern East Asian Studies. Its explicit purpose is to support, showcase and stimulate genuinely disciplinary research (initially in the disciplines of Politics, History and Philosophy) on Greater China, Japan, and – in the near future – also Korea, in the period from the nineteenth century until the present day. It achieves this purpose through support of lectures, workshops, conferences, and by the provision of research grants.

MEARC publishes a range of monographs and journals, and it also sponsors a regular lecture series in Leiden (timetabled for Tuesday afternoons, 15.00-17.00), which we encourage you to attend as part of your MA programme. Speakers range from eminent scholars in Modern Japanese and Chinese Studies to Ambassadors and diplomats. However, the lectures are not only focused on region but also on discipline, so students should find something of value in each event. Students should make the most of these educational opportunities. See the MEARC website for more details and to sign up for mailings.



[www.asiascape.net](http://www.asiascape.net)

Asiascape is The Contemporary East Asian Media Centre (CEAMC). It is an attempt to build a new international research coalition in the rapidly emerging fields of New Media, Convergence Culture, Anime, Manga, Video Games and other related media (such as fan-culture). A large proportion of this type of media emerges from the East Asian region, and there is presently no major research centre devoted to studying it, its importance as a series of transformative, cutting edge, transnational global commodities, or as a series of cultural products that reveal much about East Asia itself.

CEAMC seeks to orchestrate direction in the field in a number of ways: it will organise a series of international 'state of the field' conferences and lectures in Leiden; it will disseminate the results of these conferences using new and old media (ie. website and book publications). Asiascape also hosts the Leiden Animanga Research Group (LARG) ([www.leidenanimanga.org](http://www.leidenanimanga.org))



**Research Profile Asian Modernities and Traditions (AMT)**

**[www.amt.leiden.edu](http://www.amt.leiden.edu)**

The research profile Asian Modernities and Traditions (AMT) aims to raise the strength and visibility of research, teaching and dissemination of Asian studies at Leiden University. AMT focuses on those areas where there are clear strengths or exciting new developments ahead, bundled into five themes. In AMT 'Asia' includes all of East, Central, South and Southeast Asia. AMT does not conceive of Asia as a neatly bounded geographic region, and explicitly includes the increasingly prominent transnational presence of Asia across the globe, including flows of capital, culture, goods, ideas and people.

AMT focuses on five themes that define the activities that we propose to undertake. Although the themes each have been designed to address a specific bundle of questions, they also deliberately overlap to fit together into a larger framework that defines the general orientation of AMT. The five themes are:

- Asia in the international system
- Power and limits of the Asian state
- Asian debates on history and modernity
- New and old diversities in Asia
- Production and flow of modern Asian cultures

The research profile Asian Modernities and Traditions has four academic coordinators:

- Frank Pieke, Professor of Modern China Studies
- Nira Wickramasinghe, Professor of Modern South Asian Studies
- Jan Michiel Otto, Professor of Law and Governance in Developing Countries
- Patricia Spyer, Professor of Sociocultural Anthropology of Contemporary Indonesia



**IIAS, [www.iias.nl](http://www.iias.nl)**

The International Institute for Asian Studies (IIAS) is a postdoctoral research centre based in Leiden and Amsterdam, the Netherlands. Our main objective is to encourage the interdisciplinary and comparative study of Asia and to promote national and international cooperation in the field. The institute focuses on the human and social sciences and on their interaction with other sciences.

The IIAS acts as an international mediator, bringing various parties together. In keeping with the Dutch tradition of transferring goods and ideas, the IIAS works as a clearinghouse of knowledge and information. This entails activities such as providing information services, constructing international networks, and setting up international cooperative projects and research programmes. In this way, the IIAS functions as a window on Europe for non-European scholars and contributes to the cultural rapprochement between Asia and Europe.

IIAS publishes a range of books and a newsletter. It also sponsors an occasional speaker series, bringing eminent speakers to Leiden, The Hague and Amsterdam. Students are encouraged to monitor the website for advertisements for these stimulating events.

The following list contains research active staff currently in (or adjacent to) the MA Japan Studies Programme who could serve as potential supervisors of MA theses.

Dr. L. Black, [l.black@hum.leidenuniv.nl](mailto:l.black@hum.leidenuniv.nl) (PhD, Sheffield)  
International Relations of East Asia

Dr. K. Cwiertka, [k.j.cwiertka@hum.leidenuniv.nl](mailto:k.j.cwiertka@hum.leidenuniv.nl) (PhD, Leiden)  
Modern Japanese History and Material Culture [MA Programme Director]

Dr. A. Ezawa, [a.ezawa@hum.leidenuniv.nl](mailto:a.ezawa@hum.leidenuniv.nl) (PhD, Illinois at Urbana-Champaign)  
Sociology of Modern Japan

Dr. Erik Herber, [e.d.herber@hum.leidenuniv.nl](mailto:e.d.herber@hum.leidenuniv.nl) (PhD, Tokyo)  
Sociological Perspectives on Crime and Deviance in Japan

Dr. R. Lansisalmi, [r.j.lansisalmi@hum.leidenuniv.nl](mailto:r.j.lansisalmi@hum.leidenuniv.nl) (PhD, Osaka/Hayama)  
Japanese Linguistics

Dr. E. Machotka, [e.machotka@hum.leidenuniv.nl](mailto:e.machotka@hum.leidenuniv.nl) (PhD, Tokyo)  
Art History/Visual Culture

Dr. E. Mark, [e.mark@hum.leidenuniv.nl](mailto:e.mark@hum.leidenuniv.nl) (PhD, Columbia, NY)  
Modern Japanese History

Dr. K. Paramore, [k.n.paramore@hum.leidenuniv.nl](mailto:k.n.paramore@hum.leidenuniv.nl) (PhD, Tokyo)  
PreModern Japanese History

Prof. dr. I. Smits, [i.b.smits@hum.leidenuniv.nl](mailto:i.b.smits@hum.leidenuniv.nl) (PhD, Leiden)  
Professor of the Arts and Culture of Japan

Dr. H. van der Veere, [h.van.der.veere@hum.leidenuniv.nl](mailto:h.van.der.veere@hum.leidenuniv.nl) (PhD, Leiden)  
Japanese Religion

Dr. M. Winkel, [m.winkel@hum.leidenuniv.nl](mailto:m.winkel@hum.leidenuniv.nl) (PhD, Leiden)  
Modern Japan (Anthropology)

Dr. K. Yoshioka, [k.yoshioka@hum.leidenuniv.nl](mailto:k.yoshioka@hum.leidenuniv.nl) (PhD, Hawaii)  
Japanese Linguistics

## COMPLAINTS, SUGGESTIONS, AND APPEALS

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The MA Programme Director is Prof. dr. Katarzyna Cwiertka ([k.j.cwiertka@hum.leidenuniv.nl](mailto:k.j.cwiertka@hum.leidenuniv.nl)). She can be contacted with questions about the overall programme, but questions pertaining to an individual's study plans should be directed to Dr. Winkel.

The Student Study-Co-ordinator is Dr. M. Winkel  
Phone: +31 (0)71 527 25 47  
[m.winkel@hum.leidenuniv.nl](mailto:m.winkel@hum.leidenuniv.nl)

Liaison with Japanese partner universities, and questions about the Year in Japan:  
Dr. Lindsay Black ([l.o.black@hum.leidenuniv.nl](mailto:l.o.black@hum.leidenuniv.nl))

We recognise that occasions may arise when students feel dissatisfied with aspects of a programme. In the first instance, academic matters should be raised with the individual lectures, and then the MA Programme Director. If your complaint directly relates to one of your teachers, please contact the Programme Director or the Study Co-ordinator.

If you feel that you have grounds for appeal against an assessed mark, please inform the Programme Director in writing. If appropriate, the Examinations Committee will then re-consider your work and make adjustments as they see fit.

Chair MA Examinations Committee, Dr. E. Mark ([e.mark@hum.leidenuniv.nl](mailto:e.mark@hum.leidenuniv.nl))  
Secretary MA Examinations Committee, Dr. L.O. Black ([l.o.black@hum.leidenuniv.nl](mailto:l.o.black@hum.leidenuniv.nl))

Feedback about the quality of the programme and student-related matters should be directed to the Chair Students Committee (OC), M. Buijnsters ([m.m.e.buijnsters@hum.leidenuniv.nl](mailto:m.m.e.buijnsters@hum.leidenuniv.nl))

## WHAT IS AN MA AND HOW IS IT DIFFERENT FROM A BA?

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The Dublin Descriptors were approved by the Bergen Ministerial Conference of 2005 as the basic descriptors for European Higher Education Area (EHEA).

These descriptors divide Higher Education into three cycles: first cycle (BA); second cycle (MA); and third cycle (PhD).

### **BA DEGREES (HONOURS) [LEVELS 100-400]**

Qualifications which signify completion of the first cycle at Honours Bachelor's level are awarded to students who have completed a programme of study which enables them to show [note: BA students not reaching 'honours' level are not yet considered sufficiently well qualified to progress to an MA]:

- *A comprehension (that builds on and supersedes their general secondary education) of the theory, concepts, methods and processes pertaining to field or (in the case of joint degrees) fields of learning*
- *A detailed knowledge, supported by the use of advanced textbooks, of one or more specialised areas, some of it at the current boundaries of the subjects*
- *That they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study*
- *That they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems, or to conduct closely guided research*
- *That they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues*
- *That they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex, heterogeneous groups*
- *That they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences*
- *That they have developed those learning skills that are necessary for them to continue to undertake further study with a higher degree of autonomy.*

### **MA DEGREES [LEVELS 400-600]**

Qualifications which signify completion of the second cycle (Master's degrees) are awarded to students who have completed a programme of study which enables them to show:

- *Knowledge and comprehension that is founded upon, extends and enhances that associated with the BA level and is at the forefront of a field of learning*
- *A critical awareness of current problems and new insights, new tools and new processes within their field of learning, or the development of professional skills*
- *That they can apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to their fields of study*
- *That they have the ability to integrate knowledge and handle complexity, to formulate judgements with incomplete or limited information, either individually or in groups, which includes (where relevant) reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements*

- *That they can lead or initiate activity, and take responsibility for the intellectual activities of individuals or groups*
- *That they can communicate their conclusions, and knowledge, rationale and processes underpinning these, to specialist and non-specialist audiences clearly and unambiguously*
- *That they possess the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.*

## **DOCTORAL DEGREES**

Qualifications which signify completion of the third cycle (Doctoral degrees) are awarded to students who have completed a programme of study which enables them to show:

- *A systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field*
- *That they have the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, practices or materials*
- *That they are capable of critical analysis, evaluation and synthesis of new and complex ideas*
- *That they have made a significant contribution through original research that extends the frontiers of knowledge or the parameters of professional practice by developing a body of work, some of which merits publication in national or international refereed publications*
- *That they can communicate with their peers, practitioners in their own professions, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner*
- *That they can be expected to be able to promote, with due regard to ethical considerations, within academic and professional contexts, scientific, technological, social or cultural advancement in a knowledge-based society.*