

# CEDLA MASTER'S PROGRAMME LATIN AMERICAN STUDIES 2016 – 2017

## Information guide

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C E D L A – Centrum voor Studie en Documentatie van Latijns Amerika ~ Centro de Estudios y Documentación Latinoamericanos ~ Centro de Estudos e Documentação Latino-Americanos ~ Centre for Latin American Research and Documentation

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## INTRODUCTION

The CEDLA Master's Programme (CMP) is a small-scale, international, research-driven and multidisciplinary Master of Arts programme in Latin American Studies. It focusses on present day transformation of Latin American societies in geographic, historical, economic, cultural, social, political and ecological terms. The language of instruction is English and the classroom is composed in an international and multicultural way. The programme covers 75 ECs (European credits, one credit being 28 hours of work) and runs from September to December of the following year. An important part of the programme is devoted to the research project. Students design their own research plans and execute them during a three months stay in a Latin American country.

The CMP is taught in the CEDLA offices at the UvA University Campus Roeterseiland. CEDLA is a small research institute with a teaching staff with different disciplinary backgrounds. They regularly conduct research in Latin America or visit the region for other academic reasons. The institute has indoor lecture rooms and a library (one of the largest on Latin American Studies in Europe) where students can prepare classes and study.

This information guide is meant for CMP students. It pays attention to CEDLA as a research institute, it outlines in detail the CEDLA Master's Programme and it gives more information on the teaching staff.

Michiel Baud, Director of CEDLA  
Bente van de Nes, Education Secretary  
Annelou Ypeij, CMP Coordinator

## CEDLA

Since it was founded in 1964, the Centre for Latin American Research and Documentation (CEDLA) has been a focal point for Latin American research, education and documentation in the Netherlands. The institute forms a platform for all scholars interested in Latin American Studies in the Netherlands. It owns the second-largest European research library in the field of Latin American Studies and publishes an academic monograph series (the CLAS series at Berghahn Books), a work-in-progress series (Cuadernos) and an open-access peer-reviewed journal (ERLACS, [www.erlacs.org](http://www.erlacs.org)). The institute's research excellence is reflected in the quality and quantity of research publications by its staff, the number of large grants it has been awarded for research programmes and, very recently, through one of the prestigious NWO Graduate Studies grants toward establishing the Latin American Studies Programme (LASP). CEDLA organizes conferences, seminars and lecture series.

Between 1971 and 2015 it has been an interuniversity institute, hosted by the University of Amsterdam (UvA). As of 1 July 2015, CEDLA officially became a UvA institute, and in the coming years CEDLA's education and research activities will be integrated progressively in the Faculty of Humanities. In the meantime, CEDLA will maintain its interuniversitary character, with eight participating universities:

- University of Amsterdam
- VU University (Amsterdam)
- University of Leiden
- Radboud University (Nijmegen)
- Erasmus University (Rotterdam)
- Utrecht University
- Tilburg University
- University of Groningen

Representatives from these universities constitute CEDLA's General Board.

CEDLA's main objectives are:

- To conduct social science research on Latin America in the disciplines of ecology cultural anthropology, economics, history, political science, human geography and political sciences;
- To promote effective coordination of social science research on Latin America in the Netherlands such research through academic education and publications;
- To disseminate and enhance knowledge about the societies and cultures of Latin America;
- To further academic instruction on Latin America in the above-mentioned disciplines;
- To collect books, journals and other source materials relevant to the study and documentation of Latin American themes within social sciences.

## CEDLA'S RESEARCH PROGRAMME

CEDLA's research programme is called 'Natural and Cultural Resource Use in Contemporary Latin America'. This programme will conclude in 2016, and CEDLA's staff is currently drafting a new research plan.

CEDLA's research is strongly focused on present-day developments in Latin America. Due to its nature as an area studies centre, the institute's research and teaching aim to foster greater understanding of the specificities of the Latin American region, based on social sciences and humanities, to obtain a broad comparative perspective. CEDLA operates according to the following key premises.

First, CEDLA research derives from acknowledged need for sound and grounded empirical research. CEDLA researchers regularly visit the region for research, academic meetings and collaborative projects in Latin America. They have a clear understanding of local circumstances and social and scholarly debates and seek to embed their research results in this knowledge.

Second, CEDLA research clearly derives from its constitutive disciplines. Its multidisciplinary ambitions arise from the conviction that only a sound disciplinary foundation with a concomitant theoretical underpinning will allow satisfying multidisciplinary or comparative research. Aside from cross-disciplinary research collaboration, CEDLA's multidisciplinary perspective is reflected in the approaches by individual researchers and their projects.

Third, CEDLA believes that social, cultural, historical and political processes in Latin America present certain specific characteristics. CEDLA's research and teaching address these elements, which may be considered crucial for the region's development. Nevertheless, Latin America cannot be isolated from global and comparative developments. While CEDLA focuses on the Latin American region, efforts are made to relate this research to theories and insights from other regions and literatures.

CEDLA currently works in two research areas:

### 1. Social and Political Struggles over Production and Conservation of Natural Resources in Latin America

Despite some recent setbacks, Latin America has experienced sustained economic growth over the last decades. This has contributed to a rapidly changing social and political panorama. Urban centers have expanded and new middle classes emerge, causing increased consumption and resource use within the region. In the process, expectations for growth with redistribution and equality have also increased. New 'progressive' governments have been spending more on redistributive policies and strengthening the state. At the same time, they have emphasized new political processes of participation and consultation. Sometimes they are called 'post-neoliberal' governments, but it has to be seen to what extent they represent a rupture with the past.

The interaction between expanding extractive activities, mainly in the mining, hydrocarbon and agri-business sectors, and the growing criticism and resistance of multiple social (non-state) actors has led to clear spatial and social reconfigurations within Latin American societies. These reconfigurations have far-reaching consequences for issues such as land tenure and access to water, but also gender relations, the position of younger generations and rural-urban relations. They also create new conflicts and alternative forms of rural and urban activism, where urban and rural stakeholders (sometimes the same people) join forces. Simultaneously, they sometimes lead to new spaces for cooperation among enterprises, local authorities and other stakeholders.

The objective of the research on this theme is to investigate drivers and implications of these

(new) productive activities and to understand their social, cultural, political and environmental consequences and the different institutional and non-institutional responses they have provoked.

## 2. Cultural Resource Use in an Urbanizing Continent

Around this research area we aim to work on the use of cultural resources in Latin America. Cultural resources should be seen as any set of cultural elements within a specific sociocultural setting and conducive to the quest for enhanced self-esteem, status improvement, economic advancement, or a liberated identity. Because cultural elements become resources furthering progress for some people they may simultaneously turn out to inhibit progress for others.

Cultural resources, therefore, cannot be studied as separate entities with an intrinsic value. They may be valued only as resources or as limitations within the particular contexts of study. Research in this group in part has an urban focus but also addresses other contexts and fields such as ethnicity, mass media, and cultural production. Urban cultural resources studied here include 'deathscapes' (cemeteries) as part of urban space, livelihood and (gendered and ethnic) identities, and the socio-spatial and governance dimensions of violence and insecurity.

## CMP RESEARCH THEMES 2016-2017

Doing research in Latin America is a mandatory requirement of the CEDLA Master's Programme. The CMP students are supervised by the CEDLA research staff during their field research and when writing their graduate thesis. Although students choose their own research themes (who their supervisor will be is decided by the research staff), it is advisable to either participate in the ongoing research of research staff members or to further build on the themes and results of past CEDLA research. The list below gives an overview of the possibilities for students to do research on the themes of the CEDLA research staff.

### Research Michiel Baud

#### *1. Nation building and inclusion in Latin America*

Latin American nations have a relatively long history. However, despite their constitutions and legislation there has been a constant discussion on the forms in which citizenship and nationhood should be defined and constructed. This has led to authoritarian solutions, but also to the so-called *indigenismo* and the more recent debates on participation and inclusion. Students interested in the past or present of these processes can investigate the situation in a specific Latin American country on the basis of fieldwork or archival research.

#### *2. Social movements and political participation*

Social movements have become an integrated element of Latin American politics. Some analysts consider them as a sign that Latin American democracy is still deficient; others see them, in contrast, as examples of new forms of political participation. Some academics like Leonardo Avritzer, consider social movements as a crucial symbol of citizenship and a strong civil society. In the context of this debate there has been a tendency to focus on the activities and ideologies of social movements. There has much less attention for the internal structure, leadership and associational character of these social movements in which individual members build networks of solidarity and civic engagement. This research project aims at understanding and analysing these two connected elements in Latin America. First, it tries to understand the character of different types of movements and associations. Secondly, it aims to discuss to what extent we can understand the internal structures of social and political movements and in this way to acquire a different understanding of their societal and political role.

#### *3. Histories of identity and ecology in Ecuador*

Ecuador has a specific history in which the indigenous identity and views on nature and territory are intertwined in different and often complex ways. This project aims at using different case studies to understand these identities and their differences in place and time.

### Research Rutgerd Boelens

#### *1. The political ecology of water grabbing and water justice in Latin America*

Region/Country: Latin America (esp. Peru, Ecuador, Chile, Colombia, Bolivia)

The concentration of rights to access water and participate in decision-making on water governance is a historical problem in Latin America. In the current era of globalization, growing water demand among different use sectors, and decreasing water availability because of ecosystem degradation and climate change, contemporary water policies and legislative measures have tended to aggravate this huge societal problem rather than solving it. It is common to see that small-holder irrigator communities, indigenous territories, or drinking water committees, with their context-based and locally developed water practices, rights and management solutions, are constantly overruled by bureaucratic water administrations, market-driven water policies, desk-invented legislation and top-down project intervention practices. Research focuses on the dynamics of water accumulation in terms of class, gender and ethnicity; the nature and mechanisms of the water conflicts that result thereof; and the opportunities for multi-scale strategies by actors from civil society who look for ways to counter current water injustices.

#### *2. Governmentality and hydro-social territories.*

Region/Country: Latin America (esp. Peru, Ecuador, Chile Colombia, Bolivia)

Territorial places involve actively constructed socio-natural realities. River basins, water flows, water use systems or hydrological cycles are linked at micro, meso and macro scales, mediated by governance structures, power relations and human intervention. They constitute hydro-social networks. In practice, these have functions, values and meanings that are different or even incommensurable for the different parties involved. In Latin America, prevailing hydro-political configurations commonly respond to demands of growing urban water needs, globalizing commercial export agriculture and industrial growth sectors, but thereby often claim water resources that are currently being used by local communities and ecology, often implying an erosion of their territorial livelihoods. Research will examine: the conflicts and societal responses generated by the (re)configuration of hydro-social territories (e.g., hydropower, large-scale irrigation, etc.). how they may enhance unequal distribution of resources and decision-making power; impact on the socio-environment; and identify alternatives.

### Research Fabio de Castro

#### *1. Communities and Nature*

Local communities and nature have always influenced each other, shaping social and environmental patterns in rural Latin America. The myriad of rural societies and their patterns of resource use and management we see today are an outcome of, among other things, the interplay between the environmental and social processes taken place in particular spatial and temporal context. This research line focuses on how communities use and manage their local resources, how their activities are influenced by external and local environmental and social factors, and how they interact with other actors (e.g., state, corporations, scientists and NGOs) in re-shaping their patterns of resource use and management in different regions in Latin America. Students interested in this research line are recommended to take the MA course *Communities and Nature in Latin America*.

#### *2. Social Dimension of Biofuel Expansion*

Biofuel has become a key strategy of different countries in the mitigation of climate change and agrarian development. The expansion of energy crops (e.g., sugarcane, soybean and oil palm) has strongly influenced the reconfiguration of rural territories in Latin America by shifting farming land into energy production spaces and redefining roles of small, medium and large-scale farmers. This research line focuses on the social implications of the transformation of rural territories due to agrofuel expansion, and the role the state, oil companies and farmers play in this process. Students interested in this research line may be interested in conducting field research in Latin America or the Caribbean. Students interested in this research line are recommended to take the MA course *Socio-Environmental Changes in Latin America: Power, Participation and Governance*.

#### *3. Governance of Protected Areas*

Protected areas, one of the main component of nature conservation policies in Latin America, comprise of two territorial models. In no-take protected areas, human occupation and extractive use of natural resources are prohibited while in sustainable protected areas are occupied by traditional populations who have exclusive rights of use and management of their local resources. This research line focuses mainly on sustainable protected areas in Latin America and includes questions related to the expansion of these territories, the different governance models, and the threats faced by the expansion of infrastructure and extractive industries and related socioenvironmental conflicts. Students interested in this research line are recommended to take the MA course *Communities and Nature in Latin America*.

### Research Barbara Hogenboom

#### *1. The politics of extracting metals, oil and gas in Latin America*

Since the 2000s, the extraction of fossil fuels and metals has become a repoliticized topic in Latin America. For about a decade, booming markets coincided with the arrival of political regimes that considered these to be strategic sectors that require a strong role of the state. Royalties and taxes were raised and used to pay for the expanding programmes for poverty alleviation and infrastructure. While this government policy gained electoral support and extracting companies established

programmes of Corporate Social Responsibility, the rapid expansion of extractive activities brings about profound social, economic and environment changes. At the local levels they often cause resistance, (violent) conflict, human rights violations and legal irregularities. Recent ecological and corruption scandals and the drop in global commodity prices point at other problems related to large-scale extractive activities. Students interested in the multi-actor and multi-scale dynamics and politics around extractive activities (e.g. through the academic lens of environmental governance, political economy, social movements and/or development studies) may propose research on particular cases.

## *2. Chinese involvements in Latin America*

Economic and political relations between China and Latin America have developed very rapidly. Especially Latin America's resource wealth and China's need for energy and raw materials are drawing them closer together. After growing trade flows, since a few years China has also become a source of direct investment. Supported by government-to-government partnerships and Chinese loans, a growing number of Chinese mining, oil and infrastructure companies operate in Latin America. While this research looks into the influence of Chinese actors on the policies and practices of oil extraction (in Venezuela, Brazil and Ecuador) and mining, students may also propose research on other sectors and cases of Sino-Latin American relations, and reactions and effects in Latin America.

### Research Christien Klaufus

#### *1. Transforming deathscapes in Latin American metropolises*

In the current 'urban millennium' adequate planning and governing, not only of spaces for the living but also of spaces for the dead becomes increasingly important. Environments with high population and building densities need to develop new arrangements to dispose of the dead and create dignified spaces for commemoration, especially when societies face an aging population and land scarcity. Latin America's metropolitan deathscapes are currently undergoing changes to meet norms for cleaner, healthier environments, a decent disposal of the deceased affordable for all, but also a more rational use of scarce urban land. This project explores urban policies and daily practices surrounding cemeteries, crematoria and the places for commemoration of the dead. Students are encouraged to conduct field research in Bogotá, Medellín, Lima, Quito, Buenos Aires or a large Brazilian city.

#### *2. Changing social landscapes in medium-sized cities*

This project addresses spatial transformations on the outskirts of medium-sized cities, where globalization and migration are known to change spatial patterns rapidly and in unforeseen ways, resulting in densification of the built environment and new forms of social inequality. The project aims to describe and explain the patterns of urban growth and social change in those peri-urban zones. The focus on urban change in intermediary cities has gained importance over the last decade: international organizations such as UN-Habitat and The Cities Alliance stimulate research and are building up publications and networks. Students are encouraged to conduct field research in a city similar to Cuenca (Ecuador), Huancayo (Peru) or Quetzaltenango (Guatemala), characterized by high migration rates and a rapidly changing peri-urban area.

### Research Kees Koonings

1. Brazil, especially development, poverty, social exclusion, insecurity and violence, military, political transformation, citizenship, social movements, local democracy and participatory governance. Kees' primary research interest in Brazil currently focuses upon urban violence and insecurity in a context of social inequality. This includes the broader problem of poverty in Brazilian cities and coping strategies of city dwellers, especially in favelas and other poor urban areas. Key themes are the nature and operation of armed actors in urban violence (the police, the military, drug gangs, militias, vigilantes) and the social, political, and cultural consequences of urban insecurity and fear. Of specific interest are (a) the coping strategies of urban populations in the face of violence, fear and insecurity that can be seen as part of the resilience of cities in the face of chronic violence; (b) changing public policies for urban security, especially regarding the police.

2. A second research interest has to do with the conditions for enhancing local democracy (in cities) through social movements, community-based organizations and designs for participatory governance (such as participatory budgeting). A third research interest is the broader process of political transformation in post-authoritarian Brazil, especially questions of democratic consolidation and the changing political role political parties and the military. Finally, Kees Koonings has a long term interest in the political economy of development from a historical and contemporary perspective. This includes themes such as industrialization and the developmental policies of the state, economic regionalism, the role of key stakeholders such as national business elites, trade unions, and foreign investors.

#### Research Arij Ouweneel

Ouweneel's research interests are connected to what may be called *deep memory*. Cultural Memory Studies (formerly: Collective Memory Studies) is usually articulated to the politics of memory. However, in recent years scholars have widened their perspective, if only because the politics of memory appeared to have deep roots — deep into history, that is. For example, the politics of memory of the Dirty War in the Andes is closely connected to the views on the Amerindian population of Peru. In general, the politics of memory deals with the arena of debating the roles of perpetrators and victims in order to convict the first and assist the latter. But questions like racism and decolonization are also fiercely debated in this arena and they therefore also fall into the field of Cultural Memory Studies. Both racism and decolonization belong to deep memory.

Research is done in different Spanish American countries. Theoretically, Ouweneel tries to amend Cultural Memory Studies with insights from Cultural Schema Theory. The essence of schema theory in the cognitive sciences is that in large measure information processing is mediated by learned or innate mental structures that organize related pieces of our knowledge. Because a narrative cultural memory is a specific cognitive schema, its parameters and elements can be identified. The corpus of material under scope includes feature fiction films from Peru, Chile, Mexico, Ecuador, Bolivia and Colombia, paintings from Peru, Mexico and Bolivia, mural art from Peru, Mexico, and Argentina, musical clips from Bolivia, Peru and other countries, and novels from Colombia, Peru, Bolivia, and Argentina. This material will be contextualized with newspaper clippings, court sentences, and a series of non-fictional moving images, and analyzed from long historical perspectives.

#### Research Annelou Ypeij

##### *1. Social mobility, the metropolitan city and new gender challenges*

In the last decennia, major economic, social and political transformations have taken place, which means a shift of the resources available to people of all strata of society. Because of their already vulnerable economic and social position, poor and recently socially mobile people grab new opportunities and adapt their everyday lives. The way individuals deal with these transformations is not gender neutral. Based on gender notions and practices, women and men develop different ways of dealing with their daily challenges. This project will contribute to the debate on how do globalisation processes take shape at the most intimate levels of family life? How does globalisation confirm, reconstruct and challenge gender and family notions and how does it change family life? How do people's daily actions produce, transform and determine the specific directions that globalisation processes take?

##### *2. Incatourism, gender and ethnicity*

In Peru, tourism has the power to profoundly changed the livelihood of local communities of Quechua-speakers. Due to protection measures and population pressure, agriculture and fishing no longer suffices to support them. At the same time, other livelihood opportunities have been created within the tourism sector. In the latter case many communities benefit from the ethnicity as a cultural and economic resource. Research questions are: how have these shifts of livelihood opportunities changed the gendered division of labour? How is ethnicity being reconstructed? What are the consequences of these for family life and to the broader society?

## CEDLA MASTER'S PROGRAMME IN LATIN AMERICAN STUDIES

Latin American Studies is a field of scholarship that addresses a broad spectrum of developments in the region and between the region and the rest of the world. In Latin American Studies knowledge, analyses and research methods from different disciplines converge in a multidisciplinary and in some cases interdisciplinary approach. At CEDLA, research and education have traditionally been based primarily on a combination of anthropology, political science, history, economics, social geography, and sociology. Insights and debates from the different disciplines and those from the area studies figure in this course of study. By highlighting two thematic areas of interest (the use of natural and cultural resources), the CMP is very compatible with the CEDLA research programme.

### *Basic data CEDLA Master's Programme*

Name Master Programme as in CROHO	Master Latijns Amerika Studies
Subject	Latin American Studies
Level	Post-initial Master Programme
Number of ECs	75 ECs
Duration	1 September – 1 December following year
Version full time/part time	full time
Language	English
Location	Roetersstraat 33, 1018 WB Amsterdam
Accreditation	Accredited by the NVAO, Accreditation Organisations of the Netherlands and Flanders
Registration number CROHO	75015

## ADMISSION

The CMP is primarily intended for students with a Master's or doctoral degree in the social sciences and humanities. Students with a different Master's degree and good students with a B.A. degree may also apply, but are asked to write a research proposal as part of their application. In case of doubt, other applicants can be asked to hand in a research proposal as well. Also, the applicants can be advised to study certain literature or to follow a course before the start of the programme. All CMP candidates are required to show verifiable knowledge and experience in the areas of Latin American studies, and, upon admission, must have sufficient knowledge of English and Spanish (or possibly Portuguese) to be able to study the required literature.

## CMP GOALS

The CMP leads to a Master of Arts in Latin American Studies. It aims to provide critical knowledge, academic skills and understanding of the international academic literature and debate on transformations in Latin American societies in geographic, historical, economic, cultural, social, political and ecological terms. During the programme insights and debates from different disciplines, as well as from Latin America, receive careful consideration. The CMP and CEDLA's research programme are closely related. Both focus on contemporary processes in Latin America with a historical perspective. CEDLA's teachers conduct research regularly in a large range of countries in the region, where they have a broad academic network. Their research, expertise and contacts offer students ample opportunities to connect with local institutions and scholars. In accordance with CEDLA's research mission and the research experiences of its staff, the goal of the CMP is to enhance students' knowledge and insights on social transformations in Latin America, not only through lectures and discussions, but also by learning how to gather and analyse information in the daily setting of Latin American society, according to academic and ethical principles. The CMP is strongly research-driven and is devoted largely to the students' own research projects in the region. For the intended learning outcomes and attainment targets of the programme, see Annex I.

## CMP CONTENT AND STRUCTURE

CEDLA's Master's programme is embedded in CEDLA's constitutive disciplines. In the same manner as CEDLA's research programme, the CMP's multidisciplinary ambitions derive from the premise that only a sound disciplinary basis with its concomitant theoretical foundations will allow satisfactory multidisciplinary or comparative research. It is intended to reveal the particular characteristics of social, cultural and political processes in Latin America from a longer-term, historical approach, as well as from the awareness that Latin America cannot be regarded in isolation from global and comparative developments. While the CMP focuses on the Latin American region, it also connects with theories and insights from other regions and literature. More concretely, the CMP addresses the fundamental transitions in Latin American social, political and economic systems. Even though the countries of Latin America reflect substantial differences, nearly all have experienced similar transformations since the 1980s.

The curriculum of the CMP corresponds with the research interests of staff members. Over the past five years, the CEDLA research programme has focused on natural and cultural resources and will continue to do so in the coming years. Resources include the means available in the world; they may be elementary to societies or simply enhance quality of life. Natural resources are usually material; while cultural resources are usually immaterial. In both cases, using and benefiting from them enriches society, but they may also be used to reinforce unequal power relations.

The programme consists of the following elements:

- 1) Introduction Course – 12 ECs
- 2) Mandatory and elective thematic courses (MA courses)– 22 ECs
- 3) Research Project (stages I to III) – 41 ECs

Table: Organization of the CMP 2016-2017

Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Aug	Sept-Nov	Dec
Introduction course 12 ECs	Courses MA1 + MA2 10 ECs	MA course or lectura guiada 6 ECs	MA course or lectura guiada 6 ECs	Field re- search + research reports 5 ECs	Thesis Course 2 + Thesis writing 30 ECs	Thesis defence and assessment Graduation
	Thesis Course 1 + Research Proposal 6 ECs					

CMP students should start their orientation for field research as soon as possible to avoid running out of time. They are stimulated to participate in the current research themes of the CEDLA research staff, which are components of the CEDLA Research Programme.

*Introduction Course: Democracy, Identity and Sustainable Development in Latin America – 12 ECs*

The Introduction Course presents the CMP themes. This mandatory course is structured in weekly modules taught by all CEDLA research staff. Students receive an intensive introduction to the field of Latin American studies. The course covers the most important scholarly debates, interpretation of information about the region and different ways to obtain and analyse that information. This intensive, multidisciplinary introduction serves two purposes: first, to build an analytical and cognitive foundation and establish a foundation for the more specialized courses that will follow; and second, to present the diversity of topics and theories used by the CEDLA staff and define a common frame of reference. Third, for students to become acquainted with their fellow students and the CEDLA staff. In addition to attending lectures, students are invited to participate actively and train their knowledge and skills.

Considering the attainment targets, the focus is especially on knowledge reproduction, comprehension, application and use. The Introduction Course requires weekly assignments, orally or in writing, and a take-home exam. The assignments and exam serve to assess whether students are capable of handling the scholarly literature and theoretical knowledge. The assignments are explained in class, and students receive oral and/or written feedback about their assignments.

*Mandatory thematic courses*

As part of the education-research feedback strategy described earlier, the CMP offers two courses (MA1 and MA2) that mirror the CEDLA's dual research programme 'Natural and Cultural Resource Use in Contemporary Latin America'. The courses are valued with 4 or 6 ECs. Students need to obtain 10 ECs for the courses combined. This means that students attend one of the two courses for the lighter course load of 4 ECs and the other for 6 ECs.

The courses are also open to students from other MA programmes, providing CMP students with an opportunity to interact with students from other universities and different disciplinary backgrounds.

The courses offer an introduction to debates and theoretical approaches to the themes of natural and cultural resources. They comprise a combination of lectures and seminars, critical study and review of academic literature, and student presentations. Both courses offer knowledge acquisition, enhanced understanding and application and – through individual and group assignments – a more profound focus on how to analyse, evaluate, judge and develop. Assessments are based on oral presentations, written assignments, group participation and/or written exams. Teachers give students feedback on their assignments and explain the grades. Students have the option to retake one exam.

*MA 1 Socio-Environmental Changes in Latin America: Power, Participation and Governance – 4/6 ECs*

This course addresses the effects of economic activities, political decisions and social conditions on natural resource use and the environment and in this way explores new trends in environmental governance in Latin America. The course focuses on formal and informal arrangements, interactions among state, private sector and civil society actors and cross-connections from rural communities to the national, regional and global levels. The lectures address current trends and initiatives, with special attention to environmental governance.

*MA2 Cultural resources in Urban Latin America: Identity, Space and Gender – 4/6 ECs*

This course examines how Latin Americans use their cultural resources to devise opportunities to improve or shape their ways of life. Cultural resources are seen as cultural elements within a specific socio-cultural setting, sustaining pursuit of self-esteem, status improvement, economic advancement or a recognized identity. This course has an urban orientation and addresses topics such as gender, class and ethnic identities in the context of urban growth, socio-spatial segregation, violence, family formation and poverty.

*Elective thematic courses*

After these mandatory courses, students choose two additional elective courses to earn another 12 ECs. Generally, students are advised to select courses that are closely related to their own research topic and to search for synergies between the course content and development of their own research ideas. The elective thematic courses have knowledge acquisition, reproduction, understanding and application as important attainment targets. Students also improve their analytical and assessment skills and are encouraged to develop a style of critique and to elaborate their own research ideas. They comprise a combination of lectures and seminars, critical study and review of academic literature, and student presentations. Assessments are based on one or more written assignments, an exam and/or a lengthy paper.

For the academic year 2016-2017, CEDLA offers the following two elective Master's Courses.

*MA 3 Communities and Nature in Latin America – 6 ECs*

The course is taught by Dr. Fabio de Castro in Jan – Feb 2017. It addresses methodological and policy issues regarding research in and practice of local management in the region. The course aims at introducing the diversity of local management systems and to addresses recent trends and their social, economic, and environmental implications. Particular focus will be given to how local and external factors influence local management systems and to the role of different actors (e.g., state, NGOs, experts, companies) in influencing the political strategies of local communities in the conservation and agrarian agendas.

*MA 4 The New Urban Transition - 6 ECs*

This course is taught by Dr. Christien Klaufus in March – April 2017. It engages in academic theories as well as policy agendas on Latin American urban development since the 1990s with the Habitat III conference 2016 in Quito as horizon. It introduces students into the multidisciplinary field of Latin American urban studies, in which geography, sociology and history are in-

tegrated. Concrete policy cases are used to familiarize students with aspects of social housing, solid waste collection, urban transport, neighbourhood culture, and other topics. Moreover, students will methodologically explore the city as a field research setting for their own research topic.

#### *Courses outside CEDLA*

It is possible to replace 6 ECs of the electives with a course outside of CEDLA, attending a course pertaining to a different Master's programme at any Dutch University, or an internship. This should first be discussed with the student's supervisor and the CMP coordinator, and is subject to approval of the CMP Examination Board.

#### *Lecturas guiadas*

It is also possible to replace 6 ECs of the electives with a so-called lecturas guiadas. This is a supervised reading intended for students who wish to build their knowledge through an individual trajectory. This individual teaching format manifests as a tutorial and is based on literature study. The student meets with the instructor three or four times. Assessments are based on a paper, written assignments and/or an oral exam during the final meeting. As students have considerable input in how to design their lecturas guiadas, they learn not only to reproduce knowledge and apply it but also to evaluate it and develop new ideas and questions. Students should discuss this with the student's supervisor and the CMP coordinator.

#### *Research Project*

In terms of ECs and time input, the Research Project accounts for over half the programme and may be considered the core of the CMP. The research project trajectory is divided into three stages: Thesis Course 1 and writing of the research proposals; field research in Latin America; and Thesis Course 2. As students are encouraged to conduct research in accordance with their own interests and to elaborate relevant and innovative ideas, the research project trains students in the skills of analysis, critical assessment and design.

Stage 1: Thesis Course 1 is designed to prepare students for writing their research proposal and conducting their research in Latin America. Based on the premise that CMP students already have some experience with academic research, the course is aimed at refreshing this knowledge, applying it in the Latin American context, placing it in a multidisciplinary perspective and improving students' writing skills. The core of the course focuses on methods/techniques and operational aspects of conducting research in Latin America. Data collection, analysis, interpretation and conversion into text are the key course elements. All staff members contribute their own research expertise. In ten seminars, methodological principles and tools from different disciplines are presented, applied and discussed. In addition, students are trained in academic writing.

The skills taught in Thesis Course 1 are assessed by means of assignments that show students' ability to use methods/techniques and that guide students in writing their research proposal. Their research proposal is discussed in class and presented to the staff and other students in different preparation stages.

After completing the Thesis Course 1, students have some time to refine their research plan in consultation with their tutor/supervisor. By 1 April the research plan must be completed and approved for students to be allowed to travel for their research in May. The CEDLA staff encourages research projects in the framework of the CEDLA research programme. Nevertheless, students are free to choose their own themes in consultation with their supervisor. Taking into account that the CMP is open to students who already have a Master's degree and/or working experience, the staff welcomes research proposals that are related to and/or elaborate on the student's earlier expertise.

At the end of Thesis Course 1 and in preparation for their field research, students present their proposals to each other and to the teaching staff. Proposal quality is assessed by way of discussions between students and staff members. This format corresponds with the peer review process in use in the social sciences.

#### Stage 2: Field research

The field research takes place between May and August. Preceding the field research, the supervisor and student have reached clear agreements regarding the research approach, and about how they will remain in touch while the student is in Latin America. These agreements are laid down in the field research contract (see Annex 2). During the field research period, the students collect secondary material, conduct interviews, surveys and perform observations or a combination hereof.

Students report the progress of their field research in two reports that students send to their supervisor half way into their research period and in the week after they return to the Netherlands. These reports also serve to assess and grade the field research. Supervisors discuss the reports with the students orally or in writing and explain their grade.

Stage 3: Thesis Course 2 is designed to encourage and support students in processing their research material and writing their thesis after returning from their research sojourn. It consists of five meetings, organized every two weeks. During the meetings, progress in data analysis and writing are discussed and shared, as are possible problems and their solutions. A few days before each meeting, students submit an assignment to the tutor/supervisor. These assignments are the different chapters of the student's thesis. The students discuss these chapters with their supervisor.

The first draft of the thesis is due by 15 November. The final version of the thesis has to be ready on December 1.

For the assessment of the thesis, the CEDLA's staff uses the system of two readers: the supervisor and a second reader, who assesses the final version of the thesis. The assessment process is as follows. If the thesis meets all requirements and is ready by 1 December, the thesis is assessed by the supervisor and another CEDLA staff member. Once they agree that the standard is sufficient, the student is invited to defend the thesis orally. Before the meeting, the supervisor and reader have completed the assessment form (see Annex 3) and have determined their grades. The thesis defence lasts around 45 minutes. Afterwards, the supervisor and the reader determine the final grade based on the average of their individual grades. The quality of the student's defence can serve to round off the grade to half and whole numbers. The final grade is explained to the student. While the thesis is being written, but not later than November 15, the supervisor may ask a staff member to co-supervise. In that case, both supervisors are present at the defence.

For more detailed information on the research project such as the requirements regarding the research proposal, the field reports and the final thesis, see the Research and Thesis Regulations (Annex 4).

## GRADES

The CMP uses the Dutch grading system which is a ten point system. The table below shows how Dutch grades convert into the UK and the US systems.

Table: Comparison Dutch, UK and US grading systems

NL	UK	US
10	A*	A+
9.5	A*	A+
9	A*	A+
8.5	A*	A+
8	A	A
7.5	A-	A
7	B	B+
6.5	C	B
6	D	C
5.5	E	D
5	F	F
4	F	F
3	F	F
2	F	F
1	F	F

## COORDINATION AND SUPERVISION

Bente van de Nes coordinates the education and is also the primary point of contact for students. She conveys general announcements about the CMP to students. In addition, she handles practical matters, such as course enrolment, absenteeism, academic performance, which staff members supervise which students, etc. Feel free to contact her at the secretariat at any time. Annelou Ypeij is the CMP coordinator and addresses questions from students concerning academic content. Annelou and Bente track student progress throughout the programme. Students are required to record their progress, to keep them abreast as to whether they are on schedule.

### *Supervision*

Early in the programme and based on their research themes, students are assigned a tutor/supervisor. Even though students are invited to give up a preferred supervisor, the staff will have a final say in assigning the supervisors to the students. Thesis supervisors serve as mentors as well and will therefore be in ongoing contact with the students about course selections and course completion, study progress and delays. The supervisor is the first reference point for students during the entire research project. A second supervisor may be approached in consultation with the first supervisor, if specific expertise is required. This second supervisor may be a staff member/researcher at a different academic institution (usually one participating in CEDLA), who has specific knowledge about the research theme. The supervisor has to approve the research proposal, the field research reports and the thesis. During the field research students maintain regularly contact with their supervisor.

## FIRM AGREEMENTS: STUDENT'S OVERALL PROGRESS

The CMP staff members assesses the progress of participants at four points in time.

### *First progress assessment – 1 November*

Immediately after the Introduction Course the staff members discuss the student results. Mediocre student performance will be discussed at special appointments, where students are told which aspects require improvement. Student who fail to obtain the 12 ECs of the Introduction course may be strongly advised from further participation in the CMP.

### *Second progress assessment - 1 May*

On 1 May the staff members assess student progress in preparing their field research. They should have completed all course work and their research proposal, i.e. they should have gained 40 ECs and have their research proposal approved. Students who have not obtained the required ECs by 1 May will receive an extension until not later than 31 May. In case a student has not completed these 40 ECs on 31 May a strong recommendation can be given to the student to leave the programme.

### *Third progress assessment – 1 September*

In May students leave on their field research project, from which they are expected to return by 15 August. Extensions are possible until no later than 1 September, which is also the date of the next assessment point by the CMP staff members. During the field research, and shortly after their return, students write reports about their field research projects and submit them to their supervisor. In the first week of the academic year in September, the Thesis Course 2 starts. This course is intended to facilitate completion of the Master's thesis. Students are required to attend this course and must therefore attend the first class as well. In case students are not present or have submitted unsatisfactory field research project reports without any exceptional circumstances being the case (see below), the staff members may decide to give the student a strong recommendation to leave the programme.

### *Fourth progress assessment – 1 December*

The thesis is to be written in September, October, and November. On 1 December the thesis is due for submission to be evaluated by the first and second readers. Students who submit a thesis on 1 December that is deemed inadequate shall not receive the final diploma and therefore fail to complete the CMP. In such cases candidates may be granted a second chance based on the length and quality of the thesis material so far. Candidates who are granted such an extension receive at most a three-month period and are required to pay €185 euros a month. Marks already obtained remain valid in this case, although no official diploma award ceremony will take place.

### *Exceptional circumstances*

Exceptional circumstances are defined as illness, family emergencies or pregnancy. Students who fall behind with their study progress because of these exceptional circumstances may submit a request in writing with a medical certificate or other relevant document (e.g. a referral to a specialist) attached. The student may be granted an extension for a period corresponding with the exceptional circumstances. No additional tuition is due for this extension.

## SUGGESTIONS FOR TIMELY AND SUCCESSFUL COMPLETION OF THE CMP

- o Select your research subject and region early in the programme;
- o Relate your project to current research by CEDLA staff members;
- o Select Master courses that will optimally enhance your knowledge for the thesis;
- o Circumscribe the scope of the thesis theme;
- o Plan the courses you will take and your commitments carefully;
- o Report (unintentional) delays to your supervisor as quickly as possible;
- o Be sure to complete all courses by 1 May;
- o Make sure that you have completed sections of your thesis as best you can before your departure, such as the chapters with the problem statement, the theoretical framework and the methodology.
- o Make sure to be back in the Netherlands by mid-August
- o Make sure you have processed all your data before returning to the Netherlands, such as transcribing and labelling your interviews.

## GRADUATION PROCEDURE

Diplomas are awarded after completion of the CMP in December. Arrangements in the final stage need to be made well in advance, as two individuals will need to read the final work, and foreign travel by evaluators may cause delays.

Participants receive the diploma after:

- o they have completed all their educational requirements,
- o they have made all payments due to the CMP,
- o they have submitted four hard copies of the thesis and have uploaded one electronic version in Blackboard,
- o the supervisor and the second reader have determined the mark for the thesis.

### *Cum Laude*

If the student's academic performance has been good, and the thesis is very good, the thesis supervisor may suggest to the Examination Board that the student graduates *cum laude*. This suggestion should be made well before the diploma award. The education secretariat will provide the supervising researcher with the student's list of marks for this purpose. Students may graduate *cum laude*, if they are given a mark of 8.5 for their thesis, their weighted average for all courses taken plus the thesis is 8.1 or higher, *and* no mark is lower than 7.0.

## TEACHING AND EXAM REGULATION

To the CMP apply the Teaching and Exam Regulations. These regulations consist of three parts. Part 1 is a general section partly based on the general regulations of the UvA. Part 2 is specific for the CMP. Part 3 consists of the Regulation governing fraud and plagiarism as they are adopted by the General Board of the University of Amsterdam in 2010. The Teaching and Exam Regulations are published on the CEDLA website.

## PLAGIARISM AND FRAUD

Fraud and plagiarism are defined as any act or omission on the part of the student which makes an accurate assessment of his/her knowledge, insight and skills partially or wholly impossible. Both fraud and plagiarism are strictly forbidden.. All written exams, papers and other written assignments have to be uploaded in Blackboard so they can be checked for plagiarism. The

CMP follows the *Regulations governing fraud and plagiarism for UvA students* (see Annex 5) to evaluate students' conducts. In case of the suspicion of plagiarism, the Examination Board will be informed.

## QUALITY CONTROL

The CMP is evaluated in several ways.

### *Monthly staff meetings*

The CEDLA staff meets ten times a year, averaging once a month. At these meetings individual student progress, the course, scheduling and content of the entire programme, specific courses and evaluations of students are discussed.

### *Student representative*

Students elect a student representative. This representative meets with the CMP coordinator at relevant moments during the course of the programme. At these meetings programme content and progress are evaluated, and any problems or areas of confusion are discussed. The results of these meetings are discussed at the monthly teaching staff meetings and communicated to the students if necessary.

### *Course evaluations*

At the end of each course, standardized evaluation forms are distributed for completion by the students.

### *Education Committee*

The Education Committee comprises of the staff members and the student representative. This committee is in charge of determining the programme each year and making changes based on the experiences and evaluations from the previous year. In meetings with the student representative, student progress, their research projects, thesis evaluations by supervisors and referees and the course evaluations by students, the programme is closely monitored and improved.

### *Examination Board*

The Examination Board consists of Barbara Hogenboom (chair), Fabio de Castro and Menno Spiering. This body discusses any progress and supervision issues concerning individual students and discusses and determines the ultimate student results. The board also takes decisions in case of plagiarism and other forms of fraud. Students who disagree with a decision by the Examinations Board may lodge an appeal with Cedla's Appeals Committee, which consists of two members from the General Board.

### *General Board*

Each year the CMP programme is submitted for approval to CEDLA's General Board, which comprises representatives from all participating institutions. The General Board is also notified of the CEDLA Master's Programme results, and possible improvements and coordination with other programmes are discussed as well. The General Board sets general institute policy and meets at least twice a year. In addition to monitoring the curriculum, the General Board supervises its implementation.

### *External Advisory Council*

The external Advisory Council comprises some general board members, alumni and representatives from areas of subsequent employment. In principle, this council meets once a year.

## COMPLAINTS, DISAGREEMENTS AND APPEALS

A range of rules, regulations and laws are applicable to students. Students may feel that they have been adversely affected by a decision taken on the basis of one of these regulations, or

that they have not been treated properly. They may have a complaint about the study programme or a specific course. They may disagree with a decision of an examiner, the Examinations Board or the Executive Board, or they may have experienced undesirable behaviour. In all cases there is something they can do about it. First of all, there is the informal procedure.

Talking to the person(s) concerned is a first step and can often lead to a solution. CMP Coordinator Annelou Ypeij and/or Bente van de Nes can help the student with this. The student can also discuss with them whether it is worthwhile to start formal proceedings. As Cedla is integrating in the Faculty of Humanities in the course of the academic year 2016-2017 not all formal procedures are fully crystalized yet. Annelou Ypeij can inform students about the current situation and take actions on an individual basis. In case students do not agree with the results given by an examiner or the Examinations Board, the old procedure is still valid until further notice, i.e. students can lodge an appeal with Appeals Committee, consisting of two members of Cedla's general board.

## TUITION AND RESEARCH GRANT

Tuition for the entire course of study is € 2,750. Course fees for participation in the CMP should be deposited before 1 August 2016 to account NL511INGB0004990722, registered to Cedla in Amsterdam, indicating 'CMP tuition fee 2016-2017' and the student's name. The amount may also be paid in two instalments. According to this option, the first instalment of € 1,375 is due before 1 August 2016 and the second one before 1 December 2016. Students are responsible for the cost of purchasing textbooks and/or copying materials and additional costs associated with their stay in Latin America. Depending on their personal status, students participating in the CMP may be eligible for an OV-studentenkaart [valid on public transport] and/or a loan from DUO.

In case the CMP Examination Board grants a three-month extension to students for finishing the thesis, the additional tuition payable by students is €185a month. Students who leave the CMP after the Introduction Course receive a refund of tuition already paid, less € 400; those leaving before January 1 receive a refund of tuition paid, less € 800.

### *Grants / funds*

Students may apply to CEDLA for a research grant of up to € 1,000 toward their research in Latin America. Seventy percent (€ 700) of the grant is paid out prior to the trip and the remaining 30 percent (€ 300) after the trip.

The first part of the grant is subject to the following conditions:

- o the student has met all educational requirements for the September - April period, by completing all courses successfully (totalling 40 ECs);
- o the student has submitted the research and thesis proposal to the supervising researcher, who has approved it;
- o the student departs no later than 31 May.

The second part of the grant is subject to the following conditions:

- o the student returns by mid-August
- o has submitted his / her field reports to the supervising researcher, who has approved them;
- o attends the first class of the Thesis Course 2

## EXTRA-CURRICULAR ACTIVITIES

### *Latin American Studies Programme (LASP)*

LASP is a graduate programme that wishes to familiarize students with the Latin American Studies network in the Netherlands. It offers them expertise and contacts outside their own department or institute with the aim of bridging the gap between master's and PhD education. Ambitious CMP students are invited to participate in the LASP master's track. This extracurricular activity offers Master's students from the collaborating institutes research seminars, network meetings and the opportunity to attend courses and receive supervision outside their own institute or department. After completing their master's degree, students may continue preparing to pursue a PhD through CEDLA's YES Programme. This is a Young Excellent Students programme, in which students do research internships individually or in small groups and receive supervision from a CEDLA staff member, prepare their PhD proposal or write an article based on their Master's thesis.

CEDLA is joined in this programme by the Department of Cultural Anthropology at Utrecht University (CA/UU), the programme group Governance and Inclusive Development at the UVA (GID/UvA), the Department of Latin American Studies at the University of Leiden (LAS/LU) and the Social and Cultural Anthropology Department at the VU University Amsterdam (CA/VU). The objective of the LASP is to enhance education at Master's and PhD levels through integration, exchange and collaboration between the staff and students of the participating partners.

### *CASA: CEDLA Alumni Society Amsterdam*

CASA's is the CMP alumni association. It aims at bringing CMP alumni, current students and staff members together and wishes to provide a platform through CASA activities. CASA gets together informally at least once a year, and hosts activities at CEDLA regularly.

## FACILITIES

### *Library*

CEDLA maintains a library especially equipped for scholarship on Latin American society, economics, and politics and is considered to be one of the best in Europe. CMP participants have access to the library, books and periodicals are available for consultation. Separate study and computer areas are available in the library. The library is open on Monday from 11.00 to 17.00 hours and from Tuesday to Friday from 10.00 to 17.00 hours.

### *UvA Student ID Card*

CMP students receive a student ID card. This card is valid at the many University of Amsterdam facilities, including libraries and online scholarly journals, reading rooms, the mensa dining hall, sports facilities, and the like. They are also assigned an UvA e-mail address and have access to all the university's electronic services.

### *Blackboard*

CMP students have access to Blackboard, the electronic learning environment and course management system of the University of Amsterdam. Course materials will be published there. Students can upload their assignments which are automatically checked for plagiarism.

## ANNEX 1

### CMP'S LEARNING OUTCOMES AND ATTAINMENT TARGETS

At CEDLA the ambition is for students who have successfully completed the programme to have well-developed research capacities and multi-disciplinary analytical skills and to be capable of playing an important role in professions that require regional knowledge and experience. Students concluding the CMP will have thorough general knowledge of the region, the experience and skills to independently perform scholarly and socially relevant research and the academic skills to collaborate in multidisciplinary contexts.

The intended learning outcomes of the programme are formulated conform to the Dublin descriptors related to the Master's level. Student who have successfully completed the CMP:

- 1) have demonstrated knowledge and understanding of developments of Latin American societies, principal theories and debates in the field of Latin American studies, the various methodologies, research methods and techniques in Latin American studies and their application in an independent research project in Latin America. (Dublin Descriptor: Knowledge and understanding)
- 2) are capable of applying their knowledge and understanding of Latin American societies and how developments there are studied within Latin American studies in new, unknown circumstances and of formulating and conducting scholarly and socially relevant research, describing, critiquing and analysing the research subject, making a well-reasoned choice of a research plan and methodology, analysing, processing and interpreting research data, transposing the research results in a thesis according to all standards of scholarship in the social sciences and humanities (data presentation, analysis and interpretation, scientific integrity). (Dublin Descriptor: Applying Knowledge and Understanding)
- 3) are capable of handling complexity and formulate judgements based on limited information and reflect on social-scientific and ethical responsibilities related to the application of their knowledge and judgements. (Dublin Descriptor: Judgements)
- 4) have academic skills that enable them to participate in and adopt a clear and critical position in academic discussions, express themselves in academic terms and report the findings of research, both orally and in writing. (Dublin Descriptor: Communication)
- 5) have the skills to obtain and process knowledge and research results through self-direction and autonomous action. (Dublin Descriptor: Learning Skills)

The CMP focuses on the synergy between knowledge acquisition, critical understanding of academic literature and cultivation of analytical research skills. With its intensive, research-driven and multidisciplinary character, the CMP addresses current developments and transformations in Latin American societies from different perspectives. To achieve the intended learning goals, the programme offers a series of attainment targets ranging from knowledge acquisition to the ability to conduct scholarly research through self-direction and autonomous action. These targets represent different levels of skills. They comprise knowledge (the ability to reproduce and describe), comprehension (the ability to compare, contrast and explain), application (the ability to apply, demonstrate and use), analysis (the ability to analyse, structure and compare), evaluation (the ability to evaluate, judge and criticize) and creative skills (the ability to create, design and develop). Throughout the programme, the course structure starts with knowledge acquisition and gradually advances to evaluation and creative skills.

The programme comprises of the following elements:

Introduction Course – 12 ECs

Thematic courses (mandatory and elective) – 24 ECs

Research Project (stages I to III) – 41 ECs

Table: Learning goals and attainment targets

	Dublin Descriptors					
	Knowledge and understanding		Applying knowledge and understanding + Judgement + Communication		Judgement + Communication + Learning skills	
Attainment Targets	Knowledge (the ability to reproduce and describe)	Comprehension (the ability to compare, contrast and explain)	Application (the ability to apply, demonstrate and use)	Analysis (the ability to analyse, structure and compare)	Evaluation (the ability to evaluate, judge and criticize)	Creative skills (the ability to create, design and develop)
Introduction course	•	•	•			
Thematic Mandatory	•	•	•	•	•	
Thematic Electives/LG	•	•	•	•	•	
Research project	•	•	•	•	•	•

## Field research Agreement CEDLA Master's Programme

### Students details

Name: .....  
Email address: .....  
Telephone number: .....

### Supervisors details

Name:.....

### Field research

The primary data gathering (field research) for this research project will take place from (date)

.....

until (date)

.....

in (place + country):

.....

### Thesis

Preliminary title of thesis:

.....

.....

### Emergency contact

Name:

.....

Address :

.....

Postal Code + City:

.....

Telephone number:

.....

Email address:

.....

Relation to emergency contact (i.e. parents, partner, etc.):

.....

The student may start the field research under the auspices of the CEDLA only after having met all educational requirements for the September through April period, by completing all coursework successfully (40 ECT's) and obtaining approval for the research plan they submit. When meeting these requirements and by departing no later than 31 May, the student may apply to the CEDLA for a research grant of up to € 1,000 (paid in two tranches, one before travelling and one after coming back in the Netherlands).

Upon arrival and during the field research, the student is expected to inform the CEDLA secretariat on where he/she are staying and will keep CEDLA informed of any possible changes in the stay.

Six weeks after his/her arrival in the field the student has to submit the first field research report.

The student should use good safety sense in all aspects of the field research. The student should immediately notify his supervisor if any difficulties are experienced on the site.

The student should respect local ethics and institutional principles when carrying out the field research project. The student should adhere to responsible and deferential behavior vis-à-vis all people and institutions encountered during the field-research at all times.

The student will notify his/her supervisor if any health or medical conditions might affect the student's wellbeing during the field research.

The student is aware that he/she is expected to be back in the Netherlands mid-August and to attend the first meeting of the Thesis Course 2 in .. August 2017. After this deadline the student is no longer entitled to supervision by CEDLA, unless the examination committee allows an extension. In order to request such an extension, the student is required to file a written request to his/her supervisor. A week after returning to the Netherlands the student has to submit the second field report.

If the student neglects, misuses or does not meet the conditions stated in this agreement, the CEDLA supervisor has the right to refuse to continue supervising the thesis. The CMP Examination Board may also expel the person in violation from further participation in the CMP.

**Liability waiver by CEDLA**

CEDLA does not accept any responsibility or liability for injury or damage suffered by the student during the field research period.

CEDLA does not accept any legal liability for damage caused by the student.

CEDLA does not accept any legal liability for (medical) costs made by the student. CEDLA advises the student to arrange additional health and/or travel insurance.

Signature student:

Date:

.....

.....

ANNEX 3 ASSESSMENT FORM MASTER THESIS CEDLA MASTER'S PROGRAM LATIN AMERICAN STUDIES

**Name student:**

**Title thesis:**

**Name Supervisor:**

**Name Second reader:**

Criteria	Argumentation of grade	Grade
1.Organisation of the argument (problem statement, theoretical framework, argumentation, analysis) Has the author made a clear problem statement? -presented the current state of academic knowledge? -broken down the problem into constituent elements? -argued in a logical and convincing way?		/40
2. Quality and accountability of the research (process of data collection and methodology) What is the quality of the research method by which the data were collected? Has the author accounted for the research process in a convincing and consistent way?		/40
3. Creativity and originality Has the author contributed to the scientific debate in a creative and original way?		/5
4.Quality of references and writing Is the use of sources well done and accounted for? Is the language used free from errors?		/10
<b>Only for the supervisor</b> 5. Degree of independence During the process of preparation, research and thesis writing, did the author showed a high degree of independence?		/5

**Supervisor and second reader fill out this form individually before the defence session starts. After the session the supervisor fills out a third form as way of summarizing the individual assessments.**

**Final mark:**

**Datum:**

## ANNEX 4

### CMP RESEARCH PROJECT AND THESIS REGULATIONS

#### RESEARCH AND THESIS SUBJECT CHOICE

Thinking about the subject and seeking information before starting the research and the thesis is essential. And the courses that are to be taken by the student may be selected accordingly. The advantage is that candidates become thoroughly familiar with the literature and have a stronger foundation for circumscribing their scope early on. Moreover, most field research in Latin America requires extensive practical and substantive preparation. The sooner contacts are established with local persons and institutions, and the greater the knowledge and insight students have by the time they depart for their field research, the greater the likelihood that the research will progress successfully and culminate in a good thesis.

The scope of potential thesis themes is vast but subject to certain conditions. First, the subject should relate to the content of the CEDLA Master's Programme and the CEDLA Research Programme. Second, students should have an appropriate foundation (in terms of their education and/or background knowledge); in some cases additional coursework or self-study may compensate for any gaps in this foundation, if identified in time. Finally, approval of a thesis subject depends on the expertise present among the research staff.

Two participants may team up to conduct research and write a thesis. Obviously, they are expected to do equivalent amounts of work, as manifested by the size of their joint study and thesis. In addition, they need to indicate who was responsible for which sections of the thesis to enable the results to be assessed individually. This division needs to be stipulated in advance, also toward the supervisor(s). The research should be structured in a way that enables candidates to continue separately if necessary.

#### SUPERVISION

The field research and thesis are supervised by a CEDLA researcher.

After agreeing with the supervisor on the subject and circumscribing the research scope, students start writing the research and thesis proposal. The proposal is the foundation for the field research and the subsequent work on the thesis. Students agree with their supervisor on the nature and frequency of the supervision. They will generally meet with their supervisor to discuss the proposal and elaboration of the research plan, separate chapters (possibly covering several chapters in a single conversation), and the draft thesis. During the field research, research students notify their supervisor regularly about highlights in their progress and findings. They discuss any problems encountered during the research and while working on the thesis with the supervisor. Students should not hesitate to contact their supervisor in the event of any problems.

In the final stage of the thesis, another CEDLA researcher will be designated by the CMP coordinator as second reader.

#### THESIS COURSE 1 AND RESEARCH PROPOSAL

The period November - April, consisting of the *Thesis Course 1* and the research proposal, is intended to prepare students for the field research project in Latin America. During classes we review the theoretical principles, methodological elaboration of research questions, and opera-

tional aspects of conducting research in Latin America. The various research methods applied in different disciplines are addressed. Students attend seminars to explore the social-science aspects of their research field. Research structure is discussed, and the different components are elaborated in a multidisciplinary context.

Chronologically, the course follows the *Introduction Course*. In the last week of the Introduction Course students are asked to indicate their preferred research topic and are assigned a supervisor. The Thesis Course 1 is intended to help further circumscribe the graduation subject. November to April is a period dedicated to individual supervision or working in small groups with a supervisor. Progress is assessed in several prescheduled classes, and any problems encountered may be discussed.

Preferably, CMP students participate in on-going research by staff members and may form groups to work with supervisors accordingly.

#### Research proposal guidelines

The proposal spans about eight to ten pages (3,000 words) and shall comprise:

- o a working title
- o a description of the subject and the purpose of the thesis (including a justification, identification of scholarly and social relevance, and why the research may yield innovative insights)
- o a problem statement or research question
- o a description of definitions and theory or theories to be applied and how they will figure in the analysis (analytical framework)
- o structure of the research to be conducted, including the nature of the data to be gathered, method(s) used and operationalization(s), and contacts established with persons and institutions on site
- o a detailed and substantiated (provisional) table of contents (chapters and possible sections)
- o a provisional list of sources (references)
- o a schedule for conducting field research and writing the thesis
- o a budget

#### *Research proposal evaluation criteria*

- o the academic and social relevance of the research subject needs to be duly substantiated
- o the research question is clearly formulated and circumscribed
- o the innovative nature of the research is clearly formulated
- o theories and definitions used are operationalized in themes conducive to research
- o the research methods selected are compatible with the research question and the theoretical framework
- o the research is feasible on schedule, at the site chosen, and with the funds available

#### FIELD RESEARCH

Students will leave for Latin America in May and return by 15 August at the latest. All meetings, including the first meeting of the Thesis Course 2 are mandatory. During the field research, students conduct empirical research. To this end, they examine documents, conduct interviews and surveys, and observe. Thus far, CMP student research internships have been organized individually by students and thesis supervisors. Preferably, the research is closely connected with a research project run by the supervising staff member. During the field research course, students have drafted a research proposal that focuses extensively on practical research preparation. During this process, students receive assistance from their supervisor in contacting relevant local institutions and researchers, including both academic and non-academic ones (i.e. government institutions, NGOs, social movements etc.). Sometimes this leads to a formal supervision ar-

rangement in the country where the research takes place. At any rate, the CEDLA staff member involved provides regular remote supervision by e-mail. Students who write sections of their thesis on site may submit these sections by e-mail and receive feedback.

During their field research, it is essential that students record the research process and justify their choices thoroughly and systematically during the field research. Additionally, the interviews, observations, and other forms of data need to be processed and labelled as much as possible.

During and after completing the field research project, students write a report about the course of the research activities and the insights that have resulted.

### *Field report instructions*

#### Report 1 (± 2,000 words): at midpoint in the field research

- o Description of research activities
- o Detailed chronological description of the activities week by week. Whom did you speak with and why, where did you go and why? What information did the visits generate? Have follow-ups been planned?
- o Reflection about the research activities
- o How has conducting the research progressed thus far? Are you satisfied with your role as a researcher? Have you succeeded in contacting the right informants? Are the methods selected useful? How have you operationalized the most important concepts (e.g. through lists of topics and questionnaires)? Would adjusting the implementation be helpful (if so, why and how)?
- o Describing and processing results
- o Describe the first empirical results based on the research questions. What did you find (describe examples), and how has this answered your questions?
- o How do you record and structure the information gathered? How do you apply the theory in your research?
- o Reflections about the research structure
- o Are the research questions valid and relevant? Should they be modified (and why)? Does your theoretical framework still apply?
- o Plans for the weeks ahead
- o What information will you be gathering to complete your data and how?

#### Report 2 (± 5,000 words): during the first week after returning

- o Introduction
- o Describe the research theme, the original research questions, and the research methods.
- o Reflection about the research structure
- o Substantiate any adjustments to the original question formulation, the methods, the operationalization of concepts, and your theoretical framework.
- o Description of research activities
- o Provide a detailed chronological description of the activities week by week (copy and insert weeks 1 through 6 from Report 1). This time describe the entire research period: whom did you speak with and why; where did you go and why?
- o Reflection about research activities
- o What went well, and what did not? How was your own role in the research? When did you mainly observe, when did you mainly participate, and how do you feel about that in retrospect? What would you do differently the next time?
- o Processing the results
- o How did you arrange the data? How do you apply the theory in your research?
- o Thesis structure
- o What will be the thrust of your thesis, and how will you arrange the chapters to convey this?

## THESIS COURSE 2 AND THE WRITING OF THE THESIS

After their return, students report orally and in writing about the research period and make arrangements for the subsequent planning and supervision during the course of completing the thesis. Generally, students send their supervisors finished chapters to be discussed afterwards.

To support the writing process students attend the Thesis Course 2. The course is mandatory and not intended to generate additional work for the students but to structure the steps in writing the thesis.

After the last meeting of the *Thesis Course 2*, students have about two weeks to rewrite the chapters in consultation with the supervisor(s) and to add the correct bibliography, the summary (about 600-800 words), and any annexes. On 15 November, the student hands in a draft version of the thesis, which will be evaluated by the supervisor. Once the supervisor has approved the thesis, the last two weeks are used to complete the final version, which is due by 1 December.

In the final stage of the thesis, a second reader is randomly assigned. Once the student has completed the final thesis to the supervisor's satisfaction, this referee reads the thesis as well. This is a complete review, not a superficial one (see the research and thesis regulations).

## THESIS CONTENT REQUIREMENTS

In the Thesis Course 2, students receive help in structuring the information they gather in their field research and in writing the thesis. The thesis needs to meet high standards, which students should take note of at the start of the research and thesis project.

### *Structure and problem statement*

The thesis objective needs to be clear: which subject does it address, and what is the relevance? The problem statement or central question should be formulated clearly and should relate directly to the objective. The problem statement makes the subject more specific; it indicates the areas to be covered. In most cases, the problem statement consists of a general question, followed by a series of operational subordinate questions deriving from it. These questions should be phrased in a manner conducive to answering them in the thesis context.

Candidates should devote special attention to circumscribing the subject and problem statement, as well as to the broader framework in which they figure. To this end, they need to gather thorough information about research conducted on the theme or on a similar subject. Scholarly literature appears in the volumes of professional journals. The thesis should relate their research to findings arising from previous research.

### *Theory application*

Students should show that they are aware of the main social-science theories applicable to the thesis subject. Theories are applied to:

- a) present the problem statement more abstractly as a foundation for formulating research hypotheses;
- b) describe the core concepts and how they relate to one another;
- c) select and structure the research material;
- d) interpret the research results;
- e) identify probable developments.

### *Research quality*

Students base their thesis on their own empirical research in Latin America, which consists of reviewing documents, conducting interviews and surveys, observing, analysing statistical data, or using a combination of these techniques. The thesis should reflect extensive consideration for:

- a) transposition of theoretical insights and concepts into research steps (operationalizing concepts, validation issues, and reliability);
- b) the nature of the empirical material (defining and circumscribing the research population, case selection);
- c) the nature of the research techniques. All choices made in the process should be substantiated and accounted for as much as possible.

### *Conclusions*

Description and analyses of the research results are followed by conclusions, in which research results are interpreted in relation to the problem statement and the theory applied. Explicit answers should be given to the questions raised in the problem statement. If any hypotheses have been advanced, the conclusions should indicate in what measure the research results confirm or refute them. The following questions are to be addressed as well:

- a) In what measure do the research results offer a foundation for generalizing about cases other than the research subject?
- b) What light do the research results shed on the theory?
- c) How do the research results relate to the findings and conclusions by other authors? In which respect to the results overlap, and how do they differ, and what causes these overlaps and differences?
- d) How has the research by the CMP student enhanced knowledge about the research subject?

Depending on the thesis objective, answers to one or more of the following questions may be important as well:

- a) What does the research reveal about the adequacy of the methods applied and the selection of empirical material? Does it bring to mind ideas for future research? How might the process be improved in the future?
- b) Which policy recommendations are forthcoming from the research?
- c) Verifiability is essential to ensure that a thesis meets academic standards. We need to be able to trace the research progression, as well as the questions, answers, data generated, and the like.
- d) Compare with findings from other studies to offer a general reflection.

### GUIDELINES FOR WRITING THE THESIS

- a) Students should aim to structure their discourse systematically. Problem statement, theory, and empirical data should clearly relate to one another. The thesis should follow a clear line of argument, stipulating the progression of ideas and providing clear transitions between chapters and sections. The conclusions should derive from the line of argument that precedes them.
- b) Careful divisions into chapters and sections will make the line of argument clearer. All theses should comprise:
  1. a title page: title and possibly a subtitle, name and student ID number of the author(s), names of the supervisor (first referee) and the second and third referees, month and

- year of completion, and the listings 'Master's thesis in Latin American Studies' and 'Cedla Master's Programme'
2. a table of contents
  3. an introduction, describing the purpose and subject of the thesis and the problem statement
  4. reflection and justification of the method applied (in the introduction or elsewhere)
  5. reflection and justification of the theory applied (in the introduction or elsewhere)
  6. one or more chapters describing and analysing the research results
  7. a conclusion summarizing and providing a theoretical interpretation of the research results, responding to the question in the problem statement and offering recommendations (optional)
  8. notes
  9. a list of sources
  10. one or more annexes (optional)
  11. a brief summary in English, Dutch, Spanish, and/or Portuguese (optional, about 2 pages).
- c) Word choice and style merit careful consideration. The thesis should be written in good English or – in consultation with the supervising researcher – in good Spanish/Portuguese. Sentences should be grammatically correct (not in telegram style) and should flow well. Students should avoid superfluous repetitions and irrelevant digressions. Specialized terminology may be useful and even necessary, but only if it benefits the content. Proper paragraph arrangement enhances readability and makes the line of argument easier to follow. Students should not rely too much on other authors but should craft an independent argument, presented in their own style.
- d) External appearance format requirements include: a good layout (typeface, spacing, fairly generous margins, page numbering, consistent typography in chapter and section headings), no spelling errors or typos, correct punctuation, and functional and clear presentation of diagrams, tables, and graphs.
- e) Theses vary in length, depending on the theme and discipline but are generally around 25.000 words text, i.e. not including notes, list of sources, annexes (line spacing set at 1.5, 12-point typeface). Exceptions may be made in agreement with the supervising researcher.

### *Verification*

In any academic treatise, including theses, assertions need to be verifiable: authors should list the source of information. For assertions based on their own research, they should provide an adequate methodological justification. Statements deriving from written sources should be referenced accordingly.

### *References, notes, and list of sources*

There are two accepted systems for referencing sources in the text and corresponding use of notes and source listings. One system is used, for example, in the *Latin American Research Review*, the other in the *Journal of Latin American Studies* and the *Hispanic American Historical Review*. Students should use one of these two systems consistently and accurately. Adhering to this practice from the outset saves time and averts errors and problems in the final stage. Books and manuals about writing theses include:

- o Anderson, Jonathan (2002) *Assignment and Thesis Writing*. John Wiley and Sons Inc
- o Nguyen Bui, Yvonne (2009) *How to write a Master's Thesis*. SAGE Publications Inc
- o Oliver, Paul (2008) *Writing your thesis*. Sage Publications Inc

### *Evaluation*

The content requirements described above serve as criteria for evaluating the thesis. The chief

evaluation criteria are summarized below:

- o Problem statement: clarity and accuracy, originality, explanation, and circumscription; how is the problem statement operationalized?
- o Structured discourse: systematic elaboration of the problem statement, logical consistency, cohesive sections of the thesis, clear line of argument, duly substantiated conclusions
- o Knowledge of the thesis subject: apparent, for example, from the way and the extent that relevant sources are used
- o Scholarly understanding of the discipline: how and in what measure theories in the discipline are used
- o Research quality: manner in which material is gathered (operationalizing concepts, research techniques, choice of empirical field), methodological justification of choices, data analysis
- o Verification: accurate references and source listings, proper indication of citations, notes, list of sources, justification of calculations
- o Word choice and style: precise, clear, readable
- o External appearance: layout, spelling, punctuation, clear distribution (table of contents, etc.), chapter titles and section headings, etc.
- o Measure of independence: at above items
- o Creativity and originality.

The master's thesis is ultimately evaluated by two researchers: the supervisor (first referee) and the second referee.

Once the supervisor considers the thesis to be acceptable, the student will generate an electronic copy and three complete copies of the final draft: for the supervisor, the second referee and the CEDLA education secretariat. The electronic copy should be uploaded in Blackboard. The copy of the second referee will be added to the thesis collection in the CEDLA library after evaluation. This is the final version of the thesis, in that in addition to the content being complete, it meets all format requirements. The electronic version will be uploaded in ARNO, the thesis database of the UvA

Students should present the final version of their thesis to their supervisor and second referee at least two weeks before the date of the thesis defence meeting and at least three weeks before the date of the intended diploma award ceremony. The next step is to set the appointment for the defence meeting. Ordinarily, the meeting will be at least a week prior to the diploma award, but if one of the referees is absent, the meeting may take place as late as the date of the diploma award.

During the defence meeting, the student may provide a brief introduction or explanation, and the referees will ask questions about the research and the thesis and provide feedback. The student will respond orally to the best of his or her ability. The meeting lasts half an hour to three quarters of an hour.

After the thesis defence meeting, the student leaves the room, while the supervisor and second referee discuss the final thesis grade. The thesis mark shall be an integer or half integer ranging from six (6) as the lowest possible grade to ten (10) as the highest possible grade. The student is then invited to return, and the first supervisor explains the final evaluation.

In the event that the second referee finds the thesis to be unsatisfactory, he or she shall notify the supervisor and the student about this before the thesis defence meeting. Based on the written or oral content feedback from the referee, the supervisor and student will discuss which improvements and corrections are necessary in that case. Once this has been covered, the student shall generate an additional three complete copies, and the second referee shall have one week

to review the adapted version. Conceivably, the target date for the diploma award may be missed as a result.

## Annex 5

### Regulations governing fraud and plagiarism for UvA students

Adopted by the Executive Board in 2008, last amended in May 2010.

#### Article 1 Definitions

Fraud and plagiarism are defined as any act or omission on the part of the student which makes an accurate assessment of his/her knowledge, insight and skills partially or wholly impossible.

Fraud is taken to include in any event:

being in possession during an examination of any aids (pre-programmed calculator, mobile telephone, books, outlines, notes, etc.) the use of which is not expressly permitted; attempting during an examination to read what another candidate is writing, or exchanging information inside or outside the examination room;

- a. assuming the identity of another person during an examination;
- b. allowing someone else to assume one's identity during an examination;
- c. obtaining possession of the questions in the examination paper prior to the scheduled date or time of the examination concerned;
- d. fabricating and/or falsifying survey or interview answers or research data.

2. Plagiarism is taken to include in any event:

- a. making use of or reproducing another person's texts, data or ideas without complete and correct acknowledgement of the sources;
- b. presenting the structure or central body of ideas taken from third-party sources as one's own work or ideas, even if a reference to other authors is included;
- c. failing to clearly indicate in the text – for instance by means of quotation marks or a particular layout – that literal or near-literal quotations have been included in the work, even if a correct reference to the sources has been included;
- d. paraphrasing the contents of another person's texts without sufficient reference to the sources;
- e. reproducing another person's audio, visual or test materials, or software or program codes without reference to the sources, and in doing so passing these off as one's own work;
- f. submitting a text that has previously been submitted, or is similar to a text that has previously been submitted, in the context of assignments for other courses;
- g. reproducing the work of fellow students and passing it off as one's own;
- h. submitting papers obtained from a commercial agency or written (whether or not for payment) by another person.

3. 'Examination Board' is taken to mean the Examination Board of the study programme responsible for the course concerned.

4. 'Examination' is taken to mean any examination per course component of the knowledge, insight and skills of the student, which results in an assessment.

#### Article 2 Complicity

1. Sanctions may be imposed on both the perpetrator and the co-perpetrator of fraud and plagiarism.
2. If the work of a fellow student is reproduced with the consent and/or cooperation of the fellow student, the latter is a co-perpetrator of plagiarism.
3. If one of the authors of a joint paper commits plagiarism, the other authors are co-perpetrators of plagiarism if they could have known or should have known that the other author committed plagiarism.

#### Article 3 Detection of plagiarism

Electronic detection software programs may be used to detect plagiarism in texts. In submitting a text, a student implicitly consents to the text being entered into the database of the detection program concerned.

#### Article 4 Procedure

1. If a case of fraud and/or plagiarism is detected, the examiner shall immediately inform the student and, at the same time, notify the Examination Board in writing, with submission of the texts and findings.
2. The Examination Board shall give the student the opportunity to be heard within a period of 2 weeks.
3. The Examination Board shall determine whether fraud or plagiarism has been committed and shall notify the student in writing of its decision and sanctions in accordance with Article 4 in conjunction with Article 5, within a period of 4 weeks, stating the possibility of appeal with the Examinations Appeals Board.
4. If plagiarism is detected or suspected in a specific paper, the Examination Board may decide to investigate papers previously submitted by the same student(s) for plagiarism. The student is obliged to cooperate with any such investigation and may be required to provide digital versions of previous papers.
5. Sanctions imposed shall be recorded in the student's records.

#### Article 5 Sanctions in the event of fraud

Where fraud has been established, the Examination Board shall impose the following sanctions:

1. In the event of conduct as specified in Article 1, paragraph 2 under a and b, the examination submitted shall be declared invalid and the student shall be excluded from

participation in the first subsequent examination or possibly the first two subsequent examinations for the course concerned.

2. In the event of conduct as specified in Article 1, paragraph 2 under c to f, the work that has been produced with the aid of fraud shall be declared invalid and the student shall be totally excluded from participation in all interim or other examinations or any other forms of assessment in the study programme for a maximum period of 12 months. In the event of serious fraud, the Examination Board may advise the Executive Board to permanently terminate the enrolment of the student concerned.

3. In the event of conduct not covered by these Regulations and depending on the seriousness of the fraud, the Examination Board may impose the following sanctions: the examination submitted may be declared invalid; the student may be excluded from participation in the examination concerned for a maximum period of 12 months; the student may be totally excluded from participation in all interim or other examinations or any other forms of assessment in the study programme for a maximum period of 12 months. In the event of serious fraud, the Examination Board may also advise the Executive Board to permanently terminate the enrolment of the student concerned.

4. If the student has already been penalised on a former occasion for fraud or plagiarism, he/she shall be totally excluded from participation in all interim or other examinations or any other forms of assessment for the study programme for a maximum period of 12 months, and shall be advised to leave the study programme. In the event of serious fraud and on the advice of the Examination Board, the Executive Board may also permanently terminate the enrolment of the student concerned.

5. The Examination Board shall not grant any exemptions based on results obtained elsewhere during the period of exclusion from examinations for the study programme that was imposed on the student in accordance with this Article.

6. If the student is enrolled for more than one study programme, the Examination Board shall consult with the Examination Board(s) of the relevant study programme(s) before imposing any sanction.

7. If the detected misconduct concerns a module of the Honours programme, the Examination Board may rule that further participation in the programme shall be denied.

#### Article 6 Sanctions in the event of plagiarism

The Examination Board shall impose the following sanctions in the event of plagiarism:

1. If the case involves conduct as specified in Article 1, paragraph 3, whereby certain sections of existing texts have been reproduced but the student has in fact conducted his/her own research, the paper submitted shall be declared invalid and the student shall be excluded from participation in the examination of the course concerned or totally excluded from participation in all interim or other examinations or any other forms of assessment for the study programme for a maximum period of 6 months. If the paper is related to a Bachelor's or Master's thesis, the supervisory activities of the thesis supervisor shall be suspended for the duration of this period.

2. In the event of conduct as specified in Article 1, paragraph 3, whereby the entire paper or considerable sections of it, including the research presented as being the student's own work, is derived from existing material and research or literature published elsewhere, the paper submitted shall be declared invalid and the student shall be excluded from participation in the examination of the course in question or totally excluded from participation in all interim or other examinations or any other forms of assessment for the study programme for a maximum period of 12 months. In the event of serious fraud and on the advice of the Examination Board, the Executive Board may also permanently terminate the enrolment of the student concerned. If the paper is related to a Bachelor's or Master's thesis, the supervisory activities of the thesis supervisor shall be suspended for the duration of this period.

3. If, after the investigation conducted in accordance with Article 4, paragraph 4, it becomes apparent that plagiarism has been committed on a former occasion, the Examination Board may rule that the results obtained previously for course components that were achieved by means of plagiarism shall be declared invalid.

4. In the event of conduct not covered by these Regulations, and depending on the seriousness of the plagiarism, the Examination Board may impose the following sanction: the paper submitted may be declared invalid and the student excluded from participation in the examination of the course in question or totally excluded from participation in all interim or other examinations or any other forms of assessment for the study programme for a maximum period of 12 months. In the event of serious fraud and on the advice of the Examination Board, the Executive Board may permanently terminate the enrolment of the student involved. If the paper is related to a Bachelor's or Master's thesis, the supervisory activities of the thesis supervisor shall be suspended for the duration of this period.

5. If the student has already been penalised on a former occasion for fraud or plagiarism, he/she shall be totally excluded from participation in all interim or other examinations or any other forms of assessment for the study programme for a maximum period of 12 months, and shall be advised to leave the study programme. In the event of serious fraud and on the advice of the Examination Board, the Executive Board may permanently terminate the enrolment of the student involved.

6. The Examination Board shall not grant any exemptions based on results obtained elsewhere during the period of exclusion from examinations for the study programme that was imposed on the student in accordance with this Article.

7. If the student is enrolled for more than one study programme, the Examination Board shall consult with the Examination Board(s) of the relevant study programme(s) before imposing any sanction.

8. If the detected misconduct concerns a module of the Honours programme, the Examination Board may rule that further participation in the programme shall be denied.

#### Article 7 Effective date, official title

These Regulations enter into force as of 1 September 2010, upon the simultaneous revocation of the 'Regulations Governing Fraud and Plagiarism for UvA Students 2007', and may be cited as the 'Regulations Governing Fraud and Plagiarism for UvA Students' (*Regeling Fraude en Plagiaat Studenten UvA*).