

## Bachelor of Arts in Humanities, the Arts, and Social Thought

### Study and Examination Regulations as amended by the Academic Senate

20 May 2020

#### **§1 Aims of the Program**

In all fields of human endeavour and inquiry efforts have been made to establish objects, principles, and modes of thinking and proceeding that are considered important and legitimate. A multiplicity of debates and struggles shapes the standards and criteria used for judging these artefacts, ideas, and methods. Rather than relying on a traditional “great books” approach or simply on a general humanities curriculum, Bard College Berlin’s specific mission is to explore the basis for the existence of the objects and judgments of value that have shaped our intellectual, cultural and political and social life.

#### **§2 Content and Approach**

The foundation of the degree program consists of core courses which provide an overview of intellectual history and of the key texts and debates at the origin of the disciplines of philosophy, literature, art history, economics, and the natural and social sciences. Core courses enable students to consider the interplay between fields and phenomena often treated as separate and distinct—for instance, painting and mathematics, or literary forms and political economy—and to examine the history of philosophy in its widest interactions with the history of science, rhetoric, and the visual arts. Concentration modules, in the areas of Art and Aesthetics, Ethics and Politics, and Literature and Rhetoric, allow greater specialization, but in a manner which challenges the limits of disciplinary boundaries, and permits the posing of questions that go beyond restrictive specialist inquiry, in the investigation of the modes and structures of belief, artefacts, and practices established as—or contending to be—culturally valuable. An additional elective component makes it possible for students to take courses outside the concentration areas, and to acquire further training and new perspectives in methods and disciplinary knowledge preparatory to the formulation and pursuit of an independent project of research in the final year. The Bard College Berlin learning experience is highly interactive throughout: substantially based on small-group seminar dialogue and conversation, it expects of students thorough preparation and engagement through extensive reading and reflection. Assessment is continuous, composed of essay assignments as well as class presentations during and at the end of each semester, rather than a final examination structure. The language of instruction is English, except in the introductory, intermediate and advanced classes in the modern languages that Bard College Berlin offers throughout the four-year program.

#### **§3 General Learning Outcomes**

The degree in Humanities, the Arts, and Social Thought provides an excellent groundwork for graduate study in the fields of the humanities and social sciences. Its extensive core course program in intellectual history also addresses foundational debates in the history of science and economics. Raising the ethical challenges and broader affiliations of these fields, it thus offers an ideal preparation for undertaking specialist training within them. The degree promotes critical thinking and reflection preparatory to innovative and cross-disciplinary academic work, and to the productive and creative application of academic learning to the demands of professional life, and of civic and cultural engagement. Continuous assessment through writing and essay assignments, as well as class

presentations and seminar discussions, forms students who are well prepared to articulate considered views and analyses to an academic audience and to a wider public. The pursuit of academic work in a highly diverse international environment also encourages the capacity to interact with and draw inspiration from distinctive opinions and influences, equipping students both intellectually and socially for the challenges of future work in a cross-border labour market and in multi-national contexts. Specifically, the degree is ideal immediate preparation for employment in any of the fields traditionally associated with an intensive and high-quality course of study in the humanities: consultancy, journalism, public service in the NGO or state sector, advertising, organizational leadership in cultural, educational and public policy projects, initiatives and institutions.

#### §4 Overview of Structure

- (1) The Bachelor program in Humanities, the Arts, and Social Thought has a modular structure comprising 240 ECTS credits over four academic years. Students must complete the core modules, foundational and advanced concentration modules in 1 area of concentration, a mathematics and sciences module, elective modules, a core research colloquium, and a BA thesis project.
- (2) A module handbook containing information on the modules, their learning outcomes and assessment structure is published, along with a full course list keyed to the handbook, for each academic year.
- (3) The BA program in Humanities, the Arts, and Social Thought consists of the following components:

##### a) Core Component

The core component consists of 6 modules, spaced incrementally over the four years of the BA degree. Students take one core course in each of the first two semesters, and can take the final four in the second, third or fourth years. The core courses are the foundational framework of the degree. Chronological in outline—beginning with Ancient philosophy, literature, mathematics and culture, and ending with modernism in the early twentieth century—they are also each based on a central concept or pivotal text, and inclined towards a focus on two or more particular disciplines, though all offer a background in the fundamental works, debates and problems of the subject areas of the arts and humanities, the social sciences and the natural sciences. By the end of their degree, students are able to identify the originating and recurrent preoccupations of each disciplinary field, as well as the interconnections between them, in addition to gaining a thorough overview of Western and related non-Western intellectual history.

	ECTS
<b><i>Core Component (6 Modules, one core course each)</i></b>	<b>48</b>
• Greek Civilization	8
• Medieval Literatures and Cultures	8
• Renaissance Art and Thought	8
• Early Modern Science	8
• Origins of Political Economy	8
• Modernism	8

b) Concentration Component

Students must declare 1 area of specialization or concentration by the end of their second year, by which time they must have completed three foundational modules in that concentration. Four advanced concentration modules must be completed by the end of the final two years of study. A double concentration is possible. In that case, the thesis project must be grounded on a connection between the two concentrations.

The foundational modules introduce students to the essential texts, methods, concepts, debates and historical frameworks of each concentration field. The advanced modules seek to develop the themes, methods, concepts, and historical overview provided in the foundational modules, with a focus on individual authors and movements, genres, issues or (through cross-listed courses) important interdisciplinary connections. Advanced modules will cultivate students' capacity for independent research and investigation, with a greater emphasis on secondary material and its connection to primary sources.

The concentration areas are designed to give students fundamental disciplinary knowledge enabling them to undertake graduate study in any subject related to these fields, while still opening the horizons of traditionally closed or restricted disciplines.

The Areas of Concentration are:

*Art and Aesthetics*

The Art and Aesthetics concentration takes as its object works of visual art or aesthetic categories and considers them in the broader framework of material culture, historical context, and philosophical ideas. Courses in the concentration explore art through a focus on selected themes, concepts, or values; particular aesthetic philosophies and movements; periods and places of visual art production; the oeuvre of individual artists or filmmakers; the constitution of art as an object of knowledge and as the site of specific practices; and sustained engagement with individual works of art. Studio art courses offer the opportunity to create new works of visual art and performance, and thereby expand understanding of the conditions and processes of art making and their relationship to problems in aesthetics, art history, and art theory.

*Ethics and Politics*

The Ethics and Politics concentration introduces students both to the historical foundations of ethical and political life, and to its ancient, modern and contemporary theoretical conceptualizations. Through careful reading and interpretation of primary sources, students engage with fundamental problems in ethics and politics, and with the moral and ideological perspectives indispensable for understanding the character and nature of human societies in their universal and particular dimensions. By focusing on and exploring in depth themes, authors, and/or historical periods, the concentration allows students to enhance their knowledge of the essential dilemmas of ethical and political life, while engaging with the main interpretative approaches and disciplinary debates in the fields of ethics and political thought. The concentration aims to refine students' understanding of the conditions of modern society, and to deepen their familiarity with the main streams in which these conditions have been considered. A central aim of the concentration is to enable students to deepen their reflection on the theory and practice of democratic citizenship.

*Literature and Rhetoric*

What is “literature”? Established as a special category in the eighteenth century, the specificity of the literary object has since been subject to debate: it cannot be defined by fictiveness or by a special use of language wholly distinct from “ordinary” expression. Nevertheless, the recognizability and importance of literature persists, and the methods used to understand and analyze it have been extended to the broader interpretation of culture, deriving their approaches from a range of disciplines, including history, sociology, linguistics and philosophy. This concentration introduces the manifestations of the literary object, its genres and styles and their development, as well as their relationship to other discourses and forms. In particular, it examines the connection between literary production and interpretation and the history of rhetoric, or the exploration of patterns of communication and their effectiveness. Cultivating an interdisciplinary knowledge of the origins, structure, and affiliations of literary art, the concentration provides the tools and background necessary for bringing the strategies and insights of literary hermeneutics to the scrutiny of cultural norms and values as systems of language.

***Foundational Concentration Modules (4 modules in one area of concentration)*** **32**

*Art and Aesthetics Concentration*

- Art Objects and Experience 8
- Approaching Arts through Theory 8
- Art and Artists in Context 8
- Artistic Practice 8

*Ethics and Politics Concentration*

- Ethics and Moral Philosophy 8
- History of Political Thought 8
- Methods in Social and Historical Studies 8
- Political Systems and Structures 8

*Literature and Rhetoric Concentration*

- Literary History 8
- Close Reading 8
- Introduction to Critical and Cultural Theory 8
- Written Arts 8

***Advanced Concentration Modules (4 modules in the chosen area of concentration)*** **32**

*Art and Aesthetics Concentration*

- Artists, Genres, Movements 8
- Exhibition Culture and Public Space 8
- Aesthetics and Art Theory 8
- Media, Practices, Techniques 8

*Ethics and Politics Concentration*

- Global Social Theory 8
- Law, Politics and Society 8
- Social Commitment and the Public Sphere 8
- Movements and Thinkers 8

*Literature and Rhetoric Concentration*

- Literary Movements and Forms 8
- Theories of Literature and Culture 8
- Writer and World 8
- Producing Literature 8

c) Mathematics and Sciences Module

The Mathematics and Sciences Module seeks to ensure that students graduating with a humanities degree have a basic mastery of mathematics and its application to disciplines in the social sciences. The module complements the focus on the history of science in the core program, by ensuring that students have an understanding of the contemporary uses and applications of mathematics, and of key debates and controversies in contemporary scientific research.

***Mathematics and Sciences Module*** 8

d) Elective Component

The elective component allows students to choose a range of further courses, either in classes in their chosen concentration field, in one of the other concentrations, or in the additional areas of study in the arts, humanities, social and natural sciences or the fine arts, offered by Bard College Berlin's faculty and visiting instructors. Assessment standards and expectations will depend on the module to which the course belongs. The Elective Component's purpose is to allow students to pose further questions relevant to their chosen field which may be raised by other disciplines, and to enable them to develop the research skills, wide disciplinary knowledge and capacity for broad-ranging study characteristic of the humanities BA. The elective component can include language study, with the possibility of taking language courses for equivalent credit to elective courses. An internship can also be pursued within the elective component, with 8 credits awarded for the completion of a period of practical training in conjunction with an internship course that provides a guide to organisational structures, decision-making, and institutional functioning.

***Elective component (12 courses)*** 96

The Elective component may include language study in the languages offered by the college and/or an internship taken in conjunction with an internship course.

e) Senior Core Colloquium

The senior core colloquium is designed to support students in the conduct of independent research work in their chosen field of concentration during the final year of study. Topics and issues addressed in the senior core colloquium include research methods; contemporary scholarly research (its formats and core questions); peer review; the preparation of research work for presentation in public forums.

*Senior Core Colloquium* 8

f) BA Thesis Module

The culminating or capstone element of the BA degree is the BA thesis project in the fourth year. The BA thesis module consists of an individual project, serving as a preparation for the BA thesis and including regular meetings with the thesis advisor (to plan and discuss research and writing), and a final BA Thesis, submitted in the second semester of the fourth year, and defended in an oral examination.

*BA Thesis Module* 16

- Individual Project 4
- BA Thesis 12

(4) Moderation

Moderation is a requirement of the BA in Humanities, the Arts, and Social Thought which allows the student to enter the advanced stage of their program in the chosen concentration. The requirement consists of an interview at the end of the second year of study, to discuss the student's choice of concentration. In preparation for the interview, the student must submit a short essay on the first two years of study, and an essay detailing plans for the final two years, as well as a term essay that they believe reflects their best work to date. Moderation panels are made up of at least two members of the faculty. Successful completion of the moderation requirement permits students to continue with their chosen area of concentration.

(5) The progression of the modules in the BA program is structured as shown in Appendix 1.

## **§5 Course and Semester Structure**

- (1) Each semester has a teaching period of 14 weeks.
- (2) Courses usually consist of two sessions of 90 minutes per week, or one session of 3 hours per week. The organization of courses in block sessions must be justified by the constraints of institutional cooperations, or by workshop formats suitable to artistic, curatorial or field work.
- (3) Language classes consist of 270 minutes of seminar time each week, normally divided into three sessions of 90 minutes.
- (4) In addition to seminar and lecture meetings, students may have additionally scheduled meetings with course instructors or with their academic advisor.
- (5) “Blended” learning classes—seminars in which some of the participants are joining remotely—are planned each semester for a select number of courses provided to students across the international Bard network of colleges and universities.
- (6) Bard College Berlin reserves the right to transfer its courses and examinations online in the case of general emergency situations where a discontinuation of on-campus, in-person learning is recommended or mandated by law.
- (7) Seminars in a blended learning format may be introduced in general emergency situations that prevent some participating students from travelling to campus, or which necessitate the observance of legally mandated “social distancing” regulations.
- (8) In a case of disruption to continuity of study caused by an emergency situation, students may request to have a course graded pass / fail, or instructors may offer this option to participants in a course.

## **§6 German requirement**

- (1) Students are required to provide documentation of German level B1 CEF by the end of year 2. The requirement can be fulfilled either by the successful completion of courses up to and including B1 level at Bard College Berlin, or by passing a test held at an official German-language testing center.
- (2) If a student fails to provide this documentation, continued registration cannot be guaranteed.

## **§2 Assessment and Examinations**

- (1) Assessment at Bard College Berlin is continuous throughout the semester and modular structure, and involves a number of different types of assignment and test, including essays, examinations, presentations and shorter written or verbal assignments which involve the analysis of course material. The assessment is structured incrementally within each course and over the duration of the degree, with shorter essays being assigned in the earlier stages of each class, and in the first two years of the BA. At the end of the semesters, and in advanced electives, students undertake longer essay assignments which are part of their preparation for undertaking the research and writing work required for the BA thesis in the fourth year. The aim of the assessment structure is to promote excellence in written and verbal communication, both for academic purposes and in wider contexts.

a) *Writing at Bard College Berlin*

Assessment at Bard College Berlin is intensively focussed on writing assignments. It encompasses the following exercises: short analyses of art works, literary texts or theoretical arguments, thesis-driven papers centred on coursework material; independently researched academic papers devised in consultation with an advisor.

b) *Other Forms of Assessment*

Other forms of assessment at Bard College Berlin include class presentations, short examinations or test exercises. A combination of the latter may substitute partially for essay assessment in the foundational and advanced concentration modules, though not in the core courses. Classes which include a practical or non-academic element may incorporate workshops, the presentation of individual student projects and a variety of practical assignments as part of the assessment range. Assessment in language courses is organized around homework exercises and regular in-class examinations.

- (2) The module handbook provides detailed information on the assessment structure in each module.
- (3) In the case of a shift to online learning recommended or mandated by law in an emergency situation, examinations and presentations will take place in online formats.

### §3 Grading Overview and Requirements

- (1) The following table is used to grade coursework:

Note	Basic Grade Point	Grade Range	Corresponding German Grade
A	4.0	3.86 – 4.00	1.0 – 1.3 (sehr gut)
A-	3.7	3.46 – 3.85	1.7
B+	3.3	3.16 – 3.45	2.0 (gut)
B	3.0	2.86 – 3.15	2.3
B-	2.7	2.46 – 2.85	2.7
C+	2.3	2.16 – 2.45	3.0 (befriedigend)
C	2.0	1.86 – 2.15	3.3
C-	1.7	1.36 – 1.85	3.7
D	1.0	0.51 – 1.35	4.0 (ausreichend)
F	0.0	0.00 – 0.50	5.0 (ungenügend)

- (2) A minimum grade of D is needed to pass an examination module.
- (3) Students attaining a GPA below grade C in any semester shall be called to a hearing with the examination board. The examination board may give the student a deadline in which to improve the GPA. If this has not improved by the end of the given period, the examination board may decide to remove the student from the student register.
- (4) The final grade shall be calculated from the total of grades achieved in all marked modules, weighted according to the number of credits in each module.

- (5) The final grade shall be supplemented by its classification according to the following ECTS grading scale:

Grade	Percentage in reference group
A	The best 10%
B	The next 25%
C	The next 30%
D	The next 25%
E	The next 10%

#### §4 Regulation of Academic Requirements and Assessment

- (1) An examination board shall be constituted each academic year to ensure that requirements for the attainment of degree credits are fulfilled, and to make the final decision in cases of any doubt.
- (2) The examination board shall be appointed by the Academic Senate and shall consist of the Dean, a registrar, and two professors. In cases of doubt the Dean shall have the final say.
- (3) The term of office of the professorial members of the examination board shall be one year. Reappointment is possible.
- (4) The examination board shall appoint a chair and a vice-chair from among its professorial representatives.
- (5) The examination board may revocably delegate its powers of decision either in whole or only in certain matters to the chair, who shall report to the examination board on any decisions made.
- (6) Examination board meetings are not open to the public and are strictly confidential.

#### §5 Specific Regulations Governing the BA Thesis

- (1) The bachelor thesis is an independent research paper grounded in the student's field of concentration.
- (2) The subject of the bachelor dissertation is decided together with a supervisor as part of the BA Thesis Module.
- (3) The student shall submit the title of the thesis and the name of the supervisor and of the second reviewer to the examination board for approval at the end of week 13 in semester 1 of the fourth academic year. Unless it has occurred for a reason beyond the student's control, late registration of the thesis project will not be accepted.
- (4) The student shall receive confirmation of registration of the title within one week.
- (5) The bachelor thesis shall be submitted on the Friday of week 10 in semester 2 of the fourth academic year by 15:00. It should be delivered in triplicate to the examination board. An additional electronic copy must be submitted by the same deadline.
- (6) Late submission of the BA Thesis will result in a fail.
- (7) Each copy must include a declaration signed by the student to the effect that the work was produced independently and without recourse to any sources but those named in the paper.
- (8) The bachelor thesis should comprise 10000 to 12000 words.

## **§6 Transfer of Credits From Other Universities**

- (1) Credits from another university are transferred, except in cases where comparability in learning outcomes and quality standards cannot be established. Comparability is given where no essential differences in such outcomes or standards appear.
- (2) Courses and assessed coursework completed during a period of exchange study are agreed upon in advance through a study plan agreement.
- (3) Transfer of credits can only be processed upon a written application for the transfer by the student. This application must be submitted to the chair of the examination board, together with relevant documentation. The examination board decides on the transfer of credits.
- (4) If credits are transferred, the grades received shall be applied and included in the overall GPA if the grading systems are comparable. If the grading systems are not comparable, the work shall be awarded a 'pass'.

## **§7 Requirements for the award of a Bachelor of Arts in Humanities, the Arts, and Social Thought**

A Bachelor of Arts in Humanities, the Arts, and Social Thought shall be awarded if:

- a) All modules are successfully completed
- b) The candidate can prove knowledge of German at level B1 of the Common European Framework of Reference for Languages according to the stipulations of §6
- c) The bachelor dissertation is marked at least with a grade of D.

## **§8 Cases of Failure to Comply with Regulations**

- (1) A failed course may be repeated twice during the study program.
- (2) Resubmitting passed assignments or examinations to improve the grade is not possible.
- (3) Assessed coursework shall be classed as a fail if the student fails to attend an examination without adequate cause or if he or she withdraws from the examination without adequate cause once it has started. The same shall apply if a written piece of assessed coursework is not submitted by the prescribed deadlines.
- (4) The student must complete assessed coursework independently and without help from a third party. Where a student attempts to influence the result of his or her coursework by deception or through the use of unauthorized aids, the relevant coursework may be classed as a fail and the examination board may decide to remove the student from the student register, based on an evaluation of the manner and degree of deception.
- (5) If a student incorporates a literary or academic work or idea by a third person in full or in part into a written paper, the quotation must be marked accordingly. This shall also apply to material taken from electronic media. Where quotations are not marked as such, the full or partial presentation of a third person's literary or academic works and ideas as the student's own work shall be considered plagiarism (intellectual theft). The same shall apply to the submission of the same written paper for a different course or examination.
- (6) In a case of plagiarism the relevant coursework will be classed as a fail and the examination board may decide to remove the student from the student register, based on an evaluation of the scope and degree of the plagiarism.

### **§9 Certificates and Transcripts**

- (1) Students passing all assessments and completing the 240 ECTS credits of the BA program in Humanities, the Arts, and Social Thought shall be awarded a Bachelor of Arts degree in Humanities, the Arts, and Social Thought.
- (2) A certificate shall be issued stating that the Bachelor degree has been awarded.
- (3) A transcript listing the work carried out in the individual modules and a diploma supplement will also be issued.

### **§10 Removal from the Student Register and Leaves of Absence**

- (1) After receipt of the Bachelor of Arts degree in Humanities, the Arts, and Social Thought the student shall be removed from the student register by the end of the semester in which the student has graduated.
- (2) The student shall be removed from the register once he or she has passed all assessments or has failed them irrevocably.
- (3) An infringement of the codes and regulations introduced by the college may result in a cancellation of the student contract and, as such, in the removal of the student's name from the register.
- (4) In exceptional cases the college may grant the student formal leave of absence if the application is made in writing and a good reason is given.

### **§11 Subsequent Invalidity of Bachelor Examination or Withdrawal of Bachelor Degree**

- (1) If a student has cheated in coursework or examinations and this fact does not become known until he or she has received the degree certificate, the examination board may correct the grades for the course in which the student cheated after the fact, and declare the examination a fail either in whole or in part.
- (2) The incorrect transcript and diploma supplement shall be withdrawn and, if applicable, re-issued.
- (3) If the Bachelor examination as such is classed a fail due to deception, the Bachelor degree and the certificate shall be withdrawn. The examination board is responsible for such a decision.

### **§12 Appeal Proceedings**

- (1) A final decision on negative rulings and other administrative decisions related to these examination regulations shall only be taken after a hearing of the student in question. They shall be explained in writing and shall include instructions on the right to appeal.
- (2) Students who feel that they or their work have been graded unfairly may ask the relevant instructor for a re-assessment. If this is not granted, they may appeal in writing to the examination board, which shall review the matter, hear the persons concerned and make a decision.

### **§13 Specific Regulations Concerning Students Whose Studies are Interrupted or Slowed for any Important Medically Documented Cause**

- (1) The specific position of students whose studies are interrupted or slowed for any medically documented cause (such as students with chronic diseases or special needs) will be taken into account. If a student provides valid documentation that he or she is not able to perform assessed coursework in the prescribed manner or time because of his or her chronic disease or special

needs, or for any other important medically documented cause, the examination board decides upon an extension of deadlines or an alternative mode of assessment.

- (2) If it can be foreseen that a student will not be able to complete the BA program in the form and timeline specified in these regulations because of his or her specific needs, it is possible to develop an individual study plan together with the examination board.
- (3) The examination board decides upon the cases outlined in §18 (1) and (2) upon written request and on the basis of a medical certificate.

#### **§14 Legal Validity**

- (1) These study and examination regulations come into effect on the basis of the resolution of the Academic Senate of Bard College Berlin on 7 May 2014.

Appendix 1: Sample Structure of the BA in Humanities, the Arts, and Social Thought

Semester	Core	Concentration (Art & Aesthetics, Ethics & Politics, or Literature & Rhetoric)		Mathematics & Sciences	Electives		Senior Core Colloquium	BA Thesis
1	Greek Civilization  8 ECTS	Concentration Module 1  8 ECTS		Mathematics and Sciences Module  8 ECTS	Elective  8 ECTS			
2	Medieval Literatures and Cultures  8 ECTS	Concentration Module 2  8 ECTS			Elective  8 ECTS	Elective  8 ECTS		
3	Renaissance Art and Thought  8 ECTS	Concentration Module 3  8 ECTS			Elective  8 ECTS	Elective  8 ECTS		
4	Early Modern Science  8 ECTS	Concentration Module 4  8 ECTS			Elective  8 ECTS	Elective  8 ECTS		
<b>Moderation</b>								
5	Origins of Political Economy  8 ECTS	Advanced Concentration Module 1  8 ECTS	Advanced Concentration Module 2  8 ECTS		Elective  8 ECTS			
6	Modernism  8 ECTS	Advanced Concentration Module 3  8 ECTS	Advanced Concentration Module 4  8 ECTS		Elective  8 ECTS			
7					Elective  8 ECTS	Elective  8 ECTS	Senior Core Colloquium  8 ECTS	Individual Project  4 ECTS
8					Elective  8 ECTS			BA Thesis  12 ECTS
<b>ECTS</b>	<b>48</b>	<b>56</b>		<b>8</b>	<b>104</b>		<b>8</b>	<b>16</b>