Programme Specification

I. Programme Details

<table>
<thead>
<tr>
<th>Programme title</th>
<th>South East Asian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>South East Asian Studies &amp; Intensive Language (Burmese or Indonesian or Thai or Vietnamese)</td>
</tr>
<tr>
<td>Final award (exit awards will be made as outlined in the Taught Degree Regulations)</td>
<td>BA ☐ MA ☒</td>
</tr>
<tr>
<td></td>
<td>BSc ☐ MSc ☐ Other ... ☐</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>Distance-learning ☐ On-campus ☒</td>
</tr>
<tr>
<td>Professional body accreditation (if applicable)</td>
<td>n/a</td>
</tr>
<tr>
<td>Academic year this specification was created</td>
<td>2016/17</td>
</tr>
</tbody>
</table>

II. Programme Aims: What will the programme allow you to achieve?

1. Gain a deep insight into the region through multi-disciplinary study
2. Become familiar with current scholarship on the region
3. Appreciate the importance of non-Eurocentric views

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

**Learning Outcomes: Knowledge**

1. How to locate and evaluate data from a variety of sources.
2. Knowledge of aspects of the region, such as its history, politics, economics, arts, religions etc.
3. Subject specific skills, such as an awareness of current critical thinking in a specific field, and the acquisition of language skills.

**Typical Teaching Methods**

- Through lectures, seminars and directed readings
- Through essay and dissertation writing and seminar presentations

**Typical Assessment Methods**

- Through unseen written examination, course work, essays, dissertation and, for language student, oral examination

**Learning Outcomes: Intellectual (thinking) skills**

2. Development of critical awareness and independence of thought.
3. Sensitivity to the existence of non-Eurocentric views and an awareness of the limitations of purely Eurocentric interpretations.
4. Awareness of the value of a South East Asian language in understanding the culture of a specific country within the region.

**Typical Teaching Methods**

- Analysis, synthesis and evaluation are practised and demonstrated through

**Typical Assessment Methods**

- Through unseen written examination, course work, essays,
essay/dissertation writing and seminar presentation.
- Subject-specific intellectual skills are demonstrated in the writing of a 10,000 word dissertation.
- Thinking in a foreign language is practised and demonstrated in language classes
dissertation and, for language students, oral examination

<table>
<thead>
<tr>
<th>Learning Outcomes: Subject-based practical skills</th>
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<tbody>
<tr>
<td>1. Development of written communication skills</td>
</tr>
<tr>
<td>2. Development of oral communication skills</td>
</tr>
<tr>
<td>3. Development of research skills</td>
</tr>
<tr>
<td>4. Development of language skills</td>
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Typical Teaching Methods | Typical Assessment Methods
---|---
• Through essay writing | • Through unseen written examination, course work, essays, dissertation and, for language students, oral examination
• Through seminar presentations and discussion | |
• Through dissertation writing | |
• Through language classes | |

Typical Teaching Methods | Typical Assessment Methods
---|---
• Through essay writing and oral presentations/discussion in the classroom | • Through unseen written examination, course work, essays, dissertation and, for language students, oral examination
• Through library and internet research | |
• Through submitting essays/dissertation on time and being prepared for seminars and classroom discussions | |
• Through practice in the classroom | |

Learning Outcomes: Transferrable skills

1. Effective oral and written communication skills
2. Ability to access and assess information from both traditional and electronic sources
3. Ability to work to deadlines
4. Ability to interact with native speakers of the language at an appropriate level.

General statement on contact hours – postgraduate programmes

Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see [https://www.soas.ac.uk/admissions/ug/teaching/](https://www.soas.ac.uk/admissions/ug/teaching/)) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.
### Taught Component: Intensive Burmese Language

#### Credits
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Year 1 Credits</th>
<th>Year 2 Credits</th>
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</tr>
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<tbody>
<tr>
<td>15PSEC045</td>
<td>Intensive Burmese Language</td>
<td>30</td>
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**List of Area Studies modules (subject to availability):**

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#### Taught Component: INTENSIVE BURMESE LANGUAGE

- **Year 1:**
  - Intensive Burmese Language
  - Area Studies module (see below)

- **Year 2:**
  - Intensive Burmese Language
  - Area Studies module (see below)

- **Year 3:**
  - Intensive Burmese Language
  - Area Studies module (see below)

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### Taught Component: Government and politics of modern South East Asia

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