INFORMATION PACKAGE

MA IN HISTORICAL STUDIES: COMPARATIVE HISTORY OF CENTRAL, EASTERN AND SOUTH-EASTERN EUROPE (TWO YEARS)

2014-2015 Academic Year

Last reviewed: 8 September 2014
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1. GENERAL INTRODUCTION TO THE PROGRAM

ACCREDITATION
The two year Master of Arts degree in Historical Studies was introduced at CEU in 2008 as a joint initiative of the Department of Medieval Studies and the Department of History. It consists of two tracks: Interdisciplinary Medieval Studies; and Comparative History of Central, Eastern and South-Eastern Europe. The program is registered by the Board of Regents of the University of the State of New York (US) on behalf of the New York State Education Department, as well as by the Hungarian Accreditation Committee.

Besides the two-year MA, described in this booklet, the Department of History offers another one-year MA Program in Central European History, and co-hosts MATILDA (European Master’s in Gender and Women’s History, https://history.ceu.hu/matilda).

CHARACTER OF THE PROGRAM
The Master’s programs of the Department of History explore comparative themes in the history of Central, Eastern and Eastern Europe and the Eastern Mediterranean within a wider European and, indeed, global context: they strive to explain regional phenomena through their broader linkages, and use regional history for a better understanding of universal historical processes. Special emphasis is laid on topics that bring into focus the interplay of indigenous experience and external influence, and thus bear out the historical individuality of the regions of the European landmass east of the Rhine. Such themes are approached not only through the lens of the traditional, but still fundamental and permanently rejuvenating fields of economic and social, political and institutional, religious and cultural history: other areas and approaches are also robustly represented in the professional orientation of our faculty, including intellectual history, historical anthropology, history of science, the history of visual culture, urban and environmental history, gender history, global and transnational history, communication history. In order to foster a critical spirit of inquiry and high standards of verification, the empirical themes are supplemented by a solid training in methodology, especially the epistemological issues related to the study of history and historiography.

The introduction of the two-year program is an important common initiative with the Department of Medieval Studies, within the framework of the School of Historical and Interdisciplinary Studies. By joining forces, the intention is to offer a multifaceted degree program, strongly underpinned by a systematic introduction into theories, methods and research skills in history and its neighbor disciplines, focusing on Central, Eastern, and South-Eastern Europe (the comparison with Western Europe, the Ottoman Empire and the successor states and other “borderlands” implied throughout) from late antiquity to contemporary times, aimed at the understanding of persistent themes in the experience of these regions in a longue durée perspective.

Our MA programs are graduate programs. The department does not as a rule offer training in subjects that are meant to be acquired in undergraduate education. Students are also expected to develop familiarity with, and experience in, the basic skills of independent research. Faculty members offer guidance, assistance, and supervision in students’ own creative work and, naturally, information on fields which students may not have studied earlier.
Our MA programs are programs in **comparative** history. This does not imply that students are expected to work only on topics that are *per se* comparative. It means, however, that they should strive to develop an ability to place their topics in a comparative perspective. In order to achieve this, they should be prepared to obtain training and participate in research discussions of several fields of scholarship besides their own specialization, primarily by selecting courses that point beyond the thematic, spatial and temporal boundaries of the subject of their theses. They should also take advantage of the interdisciplinary background of our faculty, and to a certain extent also of their peers, many of whom have been previously trained in disciplines other than history.

**WHO MAY /SHOULD APPLY? ENTRY REQUIREMENTS**

The two-year MA program is as demanding as its one-year alternative, but its pace and substance are designed to meet the interests of students who may need more work on the basics of historical scholarship. It is specifically intended for applicants with a three-year (“Bologna type”) BA degree in history, or those who received four or even five years of undergraduate education in a social science or humanities discipline other than history. Holders of four or five-year undergraduate degrees in history are advised to apply to the one-year program (though some may be directed to the two-year program upon the examination of their background).

In addition to meeting the general CEU admissions requirements, applicants must provide a 500-word outline of their proposed research topic for the MA thesis (see sample proposal, [http://history.ceu.hu/content/masterartsdegreeprograms](http://history.ceu.hu/content/masterartsdegreeprograms)), which will be weighted heavily in the admissions decision. The topic is expected to fall within the broad thematic focus of the department as described above, and should be delimited and set out with the greatest possible clarity. Previous work on the subject should also be pointed out. Applicants should indicate which courses or professors they see as especially relevant to their interests. For more information, please visit [http://www.ceu.hu/admissions](http://www.ceu.hu/admissions).

**2. STRUCTURE AND OPERATION OF THE DEPARTMENT**

The Department of History has assembled a distinctly international faculty from over a dozen countries in three continents. Some of them permanently reside in Budapest and work at CEU full time or part time, others are affiliated to us as recurrent visiting professors, who teach here a term each academic year while maintaining a position in a prestigious research or educational institution elsewhere. (For detailed information on the faculty, see http [http://history.ceu.hu/profile-type/faculty](http://history.ceu.hu/profile-type/faculty), for short notes Appendix 1 of this package). The department is chaired by the Head of Department, the MA and PhD programs have additionally separate Program Directors.
DEPARTMENT OF HISTORY ADMINISTRATION

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Carsten Wilke, Director of the Two-Year MA Program
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The departmental office takes care of most of the students’ everyday concerns, but matters of finances, health insurance, housing, and administrative issues (residence permits, stipends, registration, etc.) should be referred to the relevant offices of Student Services, CEU Budapest.

STUDENT REPRESENTATIVES
Students are represented at the level of the Department, the University administration, the CEU Senate and the Student Dormitory.
- The **departmental student representation** consists of two elected representatives, one from the Ph.D. and one from the MA programs, who represent students’ concerns with the head of department and the program directors. Both are members of the departmental meetings and the CEU Student Council.
- The **CEU Student Council**, which brings together the student representatives of all departments and programs, provides student feedback and input to the University’s Central Administration on academic and non-academic issues.
- The Council elects one **student representative to the Faculty Senate**. This student representative represents all students and reports on issues of general student concern.
- A separate **Student Dormitory Council** is elected to provide student input and feedback to the central administration on student dormitory issues.

For further information regarding student representation, please turn to either the departmental staff, Student Services, or the Residence Center.

**FORUMS OF COMMUNICATION**
There are several forums where departmental information and materials are disseminated. You should consult regularly the following ones:

- The **Groupwise mailing system** is the main channel of communication for all departmental information concerning assignments, grants, events, opening hours of the library, and so on. You should use your Groupwise address for your correspondence with CEU faculty, fellow students, and ideally, also with academic contacts outside CEU. It is in your interest and indeed your responsibility to read your e-mails at least daily.

- Your **personalized pigeonhole** in front of the Departmental Office on the first floor of Nádor 11 will be used to transmit your paper mail, certificates, corrected drafts and other paper documents. Please check it regularly.

- The **departmental website** ([http://history.ceu.hu](http://history.ceu.hu)) is the main source for information on program guidelines, course lists, faculty activities, and current events.

- The **noticeboards** in the entrance hall and corridor of Nádor 11 contain the most updated information on upcoming public lectures and conferences at the Department.

- The **infosys** ([https://infosys.ceu.hu](https://infosys.ceu.hu)) processes and confidentially displays information concerning your course enrolment, credits, and grades.

- The **e-learning site** ([http://ceulearning.ceu.hu](http://ceulearning.ceu.hu)) collects all course syllabi and readings in their last updated version. For help with the site, contact Gabor Acs, ext. 2999, email: acsgabor@ceu.hu.

- The **common drive** (O:) is used by some instructors and coordinators to store and share digital data. Please use it in accordance with their instructions.

The following media are further sources of useful internal information.
The **facebook group** of the CEU History Department (https://www.facebook.com/groups/37739447124/) is a medium for academic and social communication among students, alumni, and faculty. By becoming a member, you can receive and share information on grants, scholarships, jobs, conferences, events, and all news of common interest.

For **general information** on current CEU events, you can consult the CEU homepage (http://www.ceu.hu), the online journal "CEU Planet" (http://www.ceu.hu/category/ceu-planet), and the student journal the "CEU Weekly" (http://ceuweekly.blogspot.hu).

The site **Discuss@CEU** (http://discuss.ceu.hu) is available for the exchange of messages of a non-academic character, such as notices of general interest to fellow students, the search for apartments and flatmates, the buying and selling of items like computers, printers, bicycles, and tickets, as well as discussions on political events, social initiatives, and the like. Please refrain from circulating such private messages via the Groupwise mailing system.

If you have difficulties with your computer or with the printer, please contact the Computer Help Desk: 327-2000 (from a university phone simply dial 2000).

**Research Facilities**

Research and study facilities include CEU’s **libraries**, the **computer laboratories**, and access to **other research libraries** in Budapest.

**The CEU Main Library**

The library on the first floor of the Faculty Tower at the CEU campus at 9 Nádor utca in the 5th district (http://www.library.ceu.hu/cat/#&panel1-http) possesses literature in all fields of the Humanities, including all important historical periodicals, besides major source collections and extensive modern literature in English and other languages. It also provides a range of electronic research resources. You may also make suggestions for books the CEU Library might order within the limits of the acquisition budget. On this possibility, please consult the members of the History Department Library Committee, Marsha Siefert (siefertm@ceu.hu) or Balázs Trencsényi (trencsenyib@ceu.hu).

The Library's holdings on pre-modern topics are mostly kept at the **CEU-ELTE Medieval Library** (H-1088 Budapest, Múzeum krt. 6-8., 1st floor 148-150. Tel: 485-5200 or 411-6900/5139, e-mail: medlib@ceu.hu).

Closely affiliated to CEU, the **Open Society Archives** (OSA, http://www.osaarchivum.org/hu) is an outstanding center for research and education, whose collections and activities relate to the period after the Second World War, mainly the Cold War, the history of the formerly communist countries, human rights, and war crimes.
Budapest Research Libraries outside CEU
A number of further major research libraries are located in Budapest (see http://www.library.ceu.hu/worldlib.html). The following three are the most important ones:

- The National Széchényi Library (Országos Széchényi Könyvtár, OSZK), is the Hungarian national library, founded in 1802 with the mission to collect all books printed in Hungary and Hungarian books printed abroad. It is housed in the "F" building of the Buda Castle. See its English website at http://regi.oszk.hu/index_en.htm.

- ELTE University Library (ELTE Egyetemi Könyvtár) goes back to a 1561 foundation and is the oldest library in the country. It is located at 6 Ferenciek tere in the 5th district. See its English website at http://konyvtar.elte.hu/en/

- Library and Information Center of the Academy of Sciences (Magyar Tudományos Akadémia Könyvtára, MTAK) is a special national research library founded in 1826 and established at 1 Arany János utca in the 5th district. See its English website at http://www.mtak.hu/index_en.php?name=h_1_4.

Students are introduced to these major libraries during their first weeks at CEU, and guided tours of other scholarly libraries are also organized. Their holdings can be researched in the cumulative catalogue "MOKKA" (Magyar Országos Közös Katalógus), on the website http://www.mokka.hu. Most of the old collections are not yet included in this online catalogue.

Interlibrary Loan
Books that are not available in any Budapest library may be ordered by ILL (Interlibrary Loan). For guidelines on using this facility, please see: http://www.library.ceu.hu/illending.html.

3. PROGRAM DESCRIPTION

PROGRAM STRUCTURE
In accordance with the official University schedule the academic calendar of the Department of History is divided into a Pre-Session and Zero Week (3 weeks: September), the Fall Term (12 weeks: mid September to early December), the Winter Term (12 weeks: January-March) and a Spring Session (10 weeks: April-June).

The Pre-Session and Zero Week are designed to introduce and accommodate students to the CEU environment. The program includes an excursion; a short, intensive training course in academic writing; introductory sessions on resources within CEU; course introductions, as well as getting acquainted with the archival and library resources in Budapest.

The first term comprises several mandatory courses, while other courses are selected from a set number of mandatory fields (“mandatory elective” or “topical survey” courses). Some courses are separate electives for medievalists and modernists.

Indeed the first year of the Two-year MA program is to a considerable extent integrated between the Departments of History and Medieval Studies. It is intended to ensure a solid training in historical methods and theoretical basics, as well as languages and other skills, regardless of the
period studied, the specific field of study (such as intellectual history, social and political history, the history of arts, medieval archaeology, etc.), or the sub-regional orientation (Eastern Europe, Central Europe, South-Eastern Europe, Eastern Mediterranean).

In the second term the number of common courses declines and the choice of electives increases (but are still intended for both Medieval and History students). The number of special courses for each group is larger and preparations begin for the second year. A detailed Thesis Prospectus is to be submitted by the end of the first academic year and will be defended in early June. The main environment for thesis work in the initial stages will be the MA thesis planning seminar during the Winter Term.

During the three-week research break in April students are required to explore possible archival and other sources at home or elsewhere. The university provides modest grants to assist in the pursuit of these research goals (information is made available in early February about the application procedure for these grants).

The first year ends with a spring session, starting in the last week of April. Medievalists have a one-week field trip (they prepare for during the Winter Term through a field trip seminar) to sites and areas offering insights into the medieval civilization of the region, whereas specialists in modern history depart for an educational trip of several days to one or two cultural capitals of the region (usually Vienna or Prague). The field trip is followed by a thesis prospectus workshop in May: in groups attended by their peers and faculty members, students present and discuss the results of their research carried out in April.

In June the prospectus defenses of the first-year students take place in the same period as the MA Thesis defenses of the second-year students and the one-year MA students. Approval of the prospectus by a committee formed by the second reader (as chair) and the supervisor is a condition of continuing studies.

Specific research tasks for the summer break are also planned at this point. In line with our policy to enable 2YMA students to conduct substantial primary research before the start of the second year of their studies, the department decided to allow them to apply for research grants at the end of their first year of studies and to use these funds in the interval between the first and the second years (mid-June to late September).

In the third term (the Fall Term of the second year) students take specialized seminars and advanced methods courses. The fourth term and the spring session of the second year are almost fully devoted to thesis-related tasks (supplementing research results when needed, attending thesis writing workshops and writing the thesis).

ACADEMIC ADVISORS
The task of academic advisors is to introduce students to current ideas and publications in their field, to generally guide them in the choice of literature, methodology, and scientific approaches, and to help them draft their prospectuses and research chapters.

During the first year of their studies, 2YMA students are expected to discuss their research project and prospectus draft with the faculty member most experienced in their area. The Head of
Department and the Director of the Two-year MA Program will suggest this mentor. In the course of their second term, students should name a supervisor of their choice, who can be either the mentor they have already been working with or any other departmental faculty member. The choice should be made before the end of the Winter Term (20 March, 2015). To students who have not determined their supervisor and/or second reader by that date, the Department will ex officio assign appropriate faculty members. From then on, only in exceptional cases may supervisors be changed (such as change of topic or unavailability of a faculty member) and only with the joint permission of the program director and departmental head.

**WORKLOAD AND GRADUATION REQUIREMENTS**

In order to graduate, 2YMA students must earn **66 credit points**, out of which **12** are obtained for a successfully defended thesis including the mandatory thesis planning seminars and thesis writing workshops. The remaining **54** are course credits. Except for 0 credit thesis related classes and language courses (see below), one course credit equals one hour (50 minutes) of classroom attendance a week over a 12-week long academic term. The Department’s courses are usually 2 or 4 credit courses (i.e., two or four hours a week for a term), with proportionate reading assignments and other requirements which altogether demand a time investment of about three times as many hours as the number of class contact hours.

Of these 54 course credits to be earned in the course of the two years, **8** need to be earned in mandatory courses, **6** in mandatory electives, and the remaining **40** may be acquired from elective courses. Of the latter, at least **10** need to derive from courses announced jointly with the Medieval Studies Department under the heading "common electives", and at least **22** from "separate electives" exclusive to the History Department.

Students may take a limited number of **cross-listed courses** from other CEU departments. History students are allowed to take **4 credits** from cross-listed courses per academic year, as well as **4 credits** from courses outside the department per academic year, with the possibility of case-by-case decisions on further individual requests.

Courses the Medieval Studies Department offers in Ottoman History count towards the History requirements and do not fall under the extra 4 credits arrangement.

Students are encouraged to enroll in the **language** courses offered by the Source Language Teaching Group (SLTG) or the Center of Academic Writing (CAW). All credits earned in these language courses will appear on the student's transcript, but only courses that are of direct relevance for the student's thesis can count toward the 40 elective course credits. The department can grant students a maximum of **2 credits** per language course, even if it is a 3 or 4 credit course. In all cases where students request language credits to be counted into their elective credit requirements, they must seek approval by the Head of Department.

Students thus have significant latitude to select courses. Supervisors, the program director and other faculty assist them in making a selection that is best suited for both their specific field of research and the program’s aim of interdisciplinary training. Each September a tentative program for the entire year is discussed and designed individually with each student. Naturally, minor changes, due to for example, a student’s new interests are possible.
Class Attendance
Regular attendance is mandatory in all classes. A student who misses more than two units (two 100 min sessions) in any 2 or 4 credit class without a verified reason beyond the student's control must submit an 8-10 page paper assigned by the Professor, which as a rule covers the material in the class missed. The paper is due no later than 3 weeks after the missed class.

Auditing Courses
If a student wants to officially register for a class without earning a letter grade or credit, the course may be scheduled as an audit. The cost and workload incurred in this case is the same as if the course were taken for credit, that is, a student auditing a course may be required to participate fully in the class. Expectations should be clarified with the course instructor at the beginning of the course. A course scheduled for audit will appear on the student’s transcript with the symbol AUD if attendance was regular, or W if the attendance was unsatisfactory. No credit is earned, nor is the GPA affected.
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<thead>
<tr>
<th>Year One Unit</th>
<th>Activity/Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Pre-session</td>
<td></td>
<td></td>
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<tr>
<td>Excursion</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td>0</td>
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<tr>
<td>Zero-week course presentations (mandatory)</td>
<td></td>
<td>0</td>
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<tr>
<td>Term I (Fall)</td>
<td>1. Mandatory courses (4 credits):</td>
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<tr>
<td></td>
<td>(a) Historiography I. (lecture)</td>
<td>2</td>
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<td></td>
<td>(b) Academic Writing</td>
<td>2</td>
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<td></td>
<td>2. Mandatory elective courses (two out of three “topical surveys, 4 credits”):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Topical Survey A</td>
<td>2</td>
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<td></td>
<td>(b) Topical Survey B</td>
<td>2</td>
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<tr>
<td></td>
<td>(c) Topical Survey C</td>
<td>2</td>
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<td></td>
<td>3. Elective courses (min. 6 max. 8 credits):</td>
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<tr>
<td></td>
<td>(a) topical courses</td>
<td>2 (to 6)</td>
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<td></td>
<td>(b) foreign language (by approval)</td>
<td>2</td>
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<td></td>
<td>Educational trip</td>
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<td>Term II (Winter)</td>
<td>1. Mandatory courses (2 credits):</td>
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<tr>
<td></td>
<td>(a) Historiography II: Grand Debates on Issues of the History of Central, Eastern, South-Eastern Europe and the Eastern Mediterranean</td>
<td>2</td>
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<td></td>
<td>(b) MA thesis planning seminar and prospectus</td>
<td>0</td>
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<td></td>
<td>2. Mandatory elective courses (one out of three Interdisciplinary Methodology courses, 2 credits):</td>
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<tr>
<td></td>
<td>Interdisciplinary Methodology of Historical Research: An Introduction</td>
<td>2</td>
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<td>3. Elective courses (min. 12 max 14 credits):</td>
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<tr>
<td></td>
<td>(a) topical courses</td>
<td>10 (to 14)</td>
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<tr>
<td></td>
<td>(b) foreign language (by approval)</td>
<td>2</td>
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<tr>
<td>Spring Session I</td>
<td>Guided research and consultation</td>
<td>0</td>
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<tr>
<td></td>
<td>Mandatory MA thesis workshops and prospectus</td>
<td>0</td>
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<tr>
<td>Year Two</td>
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<tr>
<td>Term III (Fall)</td>
<td>1. Mandatory course/assignment (2 credits)</td>
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<td></td>
<td>(a) MA thesis seminar (I)</td>
<td>0</td>
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<tr>
<td></td>
<td>2. Elective courses (min. 12 max 14 credits):</td>
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<tr>
<td></td>
<td>(a) topical courses</td>
<td>10 (to 14)</td>
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<td></td>
<td>(b) foreign language (by approval)</td>
<td>2</td>
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<tr>
<td>Term IV (Winter)</td>
<td>1. Mandatory courses/assignments (2 credits):</td>
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<td></td>
<td>(a) MA thesis seminar (II)</td>
<td>0</td>
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<td></td>
<td>(b) Academic Writing</td>
<td>2</td>
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<td></td>
<td>2. Elective courses (8 credits):</td>
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<tr>
<td>Term</td>
<td>Courses</td>
<td>Credits</td>
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<tr>
<td></td>
<td>(a) topical courses</td>
<td>4 (to 8)</td>
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<td></td>
<td>(b) foreign language (by approval)</td>
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<tr>
<td>Spring Session II</td>
<td>Mandatory MA thesis writing workshops</td>
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<td></td>
<td>Thesis and its defense</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>66</strong></td>
</tr>
</tbody>
</table>

**SPECIALIZATIONS**

In addition to the regular MA degree in History, you can earn a certificate of attendance from one of four specialization tracks, if your research falls into the respective subject area. The specializations mark academic fields currently of particular relevance in which there is a faculty strength in the Department of History coincide with those in other CEU units. Each specialization organizes peculiar lecture series, conferences, excursions, and social events. Interested students should register for these specializations before the end of Zero Week, but may still do so after they have enrolled in the Department’s MA programs.

The Department currently offers the following specializations:

- The Specialization in **Eastern Mediterranean Studies** belongs to the activities of CEMS, the Center of Eastern Mediterranean Studies (head: Professor Volker Menze; [https://cems.ceu.hu](https://cems.ceu.hu)). By cutting through traditional chronological, geographic and disciplinary boundaries, the Specialization in Eastern Mediterranean Studies presents students with a unique opportunity to explore how various classical traditions were appropriated by and adjusted to the realities of medieval and early modern polities in the Eastern Mediterranean. This Specialization provides a framework for a comparative approach to (as well as in-depth individual focus on) the history, religion and culture of the Later Roman and Byzantine Empires, the Arab Caliphate and the Ottoman Empire in all their diversity.

- The Specialization in **Jewish Studies** is offered by the CEU Jewish Studies Project (head: Professor András Kovács; [http://web.ceu.hu/jewishstudies](http://web.ceu.hu/jewishstudies)). For fifteen years already, it has enabled students in History, Medieval Studies and Nationalism Studies to follow a teaching program in Jewish history and culture from the Middle Ages to the present, with a focus on modern Central and Eastern Europe. Classes on anti-Semitism, the Holocaust, contemporary Jewry, and the state of Israel are part of the program. In years of sufficient student demand, Hebrew and Yiddish language classes are organized. The Specialization offers its students a number of special fellowships and grants, as well as an extra-curricular program of lectures, conferences, and excursions.

- The Specialization in **Political Thought** engages in the comparative study of political thought from a variety of perspectives, both within and outside the Western canon. Special attention will be given to the historicity of diverse political traditions but also to recurring themes and questions. Learning to recognize political thought, both past and present, as being time- and place-specific will equip students, regardless of their major field of study, with additional analytical and methodological skills grounded in the appreciation of the contextual and intertextual aspects of diverse intellectual traditions. Beyond
contextualization, students will learn about comparative methods, addressing topics of political thought from intercultural and diachronic perspectives.

- The Specialization in Religious Studies, run by the Center for Religious Studies (http://religion.ceu.hu), is available in the Departments of History and Medieval Studies. It provides students with a solid methodological and theoretical foundation for competently addressing religious phenomena from an analytical and interdisciplinary perspective. The specialization introduces students to the concepts and methods in the study of religion, as well as to a wide range of religious phenomena from Late Antiquity to the present, with an emphasis on the historical and comparative study of monotheistic religions. Students are made familiar with the central texts and themes of the great debates on religion, and are trained for the comparative study of their social, institutional, cultural, intellectual, and political contexts and implications.

**Course Syllabi and Readers**
Some readers for courses (as described in the course syllabi) are available in the CEU Library, while copies can be purchased from the department too.

**Course Papers and Drafts**
Seminar papers and the drafts of prospectuses and research chapters that are submitted for class discussion should be sent to the class instructor(s) through the Groupwise email in doc/docx or rtf format (not pdf or odf), written in 12 pt. characters with 1.5 line spacing and page numbering. After sending a seminar paper, please make sure that its reception is confirmed.

**Course Grading**
Grading of MA courses takes into account the following skills and learning outcomes:

- content literacy: understanding and critical evaluation of key concepts and theoretical approaches, familiarity with the “state of the art” in the relevant traditions of research in the field, capacity of placing geographically circumscribed knowledge into a broader transnational/regional framework;
- academic skills: formulating and discussing questions, working with primary and secondary sources, designing appropriate historical research strategies and techniques, writing in an adequate Academic English language and generating an adequate critical apparatus, reflecting on one’s own academic practices, values and ethical principles in designing and conducting research.

**Course Evaluation**
Central European University uses an online system, CoursEval, for course and teacher evaluations. Students are asked to evaluate their courses at the end of each semester through a survey of 14 questions. Managed solely by the Institutional Research Office at the Office of the Provost, the CoursEval system is entirely independent of all other university systems. All surveys are anonymous; neither the numeric nor the verbal answers can be linked to the individual respondents in any way. Faculty members receive a report on their evaluations after they have uploaded all the grades to Infosys, but they do not have access to the names of individual students. CoursEval
student evaluations serve as a major source of feedback for both teachers and Departments, and are integral components of curriculum development at the University and individual Departments. CoursEval reports are thoroughly studied by the departments and the Office of the Provost in order to respond to student needs and observations effectively. If you have any questions about CoursEval and the procedures involved, do not hesitate to contact Anna Galacza at the Institutional Research Office (galacza@ceu.hu).

**ACADEMIC HONESTY**
The offense of academic misconduct includes plagiarizing, that is, citing or representing the ideas or words of another without proper attribution to the source of those ideas or words, whether intentional or not. Students should consult faculty or the Center for Academic Writing if they are in any doubt about the difference between appropriate citation and plagiarism. Additionally, students may not submit an assignment or part of an assignment for credit in more than one course, nor reuse assignments that were presented in an academic framework outside CEU, unless approved by both course instructors. However, course papers may be incorporated into the thesis. Acts of academic misconduct will result in serious consequences such as a failing grade for the assignment, the course or removal from the program. For further information, please refer to the university’s Code of Ethics, [http://documents.ceu.hu/documents/p-1009-1v1402-0](http://documents.ceu.hu/documents/p-1009-1v1402-0).

**THE MA THESIS**
Each student is required to write a thesis of 15,000 to 25,000 words in length, based on original, primary source-based, research. Students are expected to indicate and describe their proposed thesis topic in their application, but this topic can be refined and developed during the coursework. The research component will be especially enhanced by knowledge of some type of available primary resources, whether printed sources, archival documents, prospective interviews and fieldwork, or periodical collections. The full digital texts of many recent theses can be found through the CEU Library online catalog. For the full text of the MA Thesis Guidelines, see Appendix 2 of this Information Package.

**GRADING ASSESSMENT OF THE MA THESIS**
Theses in the 2YMA program are graded according to three criteria:

- **Original findings**: All theses must show mastery of source work. The best theses employ a sophisticated apparatus of empirical demonstration that is not only sensitive to the ethics of accuracy but also capable of weaving together disparate source genres in an original fashion;

- **Substantive argumentation**: The presentation of the argument should be such that the generalist reader can readily ascertain the scholarly stakes even if subtleties are lost, while the specialist reader can easily identify the relationship of the thesis to a larger body of literature and not detect serious gaps. The quality of argumentation is assessed at multiple levels: with respect to key concepts and theoretical approaches employed in the wider profession, practical engagement with more circumscribed debates, and simply the consistent use of working terminology throughout the body of the thesis. The best theses will also demonstrate a reflexive awareness of how the problem being addressed may, in turn, shed light on the scope and uses of historical inquiry.
- **Style:** Regardless of region or era, method or sources, each thesis should exemplify fluency in presentation, aiming to win the reader through polished prose and rhetorical sophistication. Theses deemed worthy of the "A" grade must exhibit high quality in all three domains -- excellence in one cannot compensate for shortcomings in another.

**THE HANÁK PRIZE**
Since 1997 the Department of History has recognized outstanding research by its MA students, and since 1998 this recognition has been known as the Péter Hanák Prize, in honor of the founding Chair of the Department. One or more Hanák Prizes have been awarded annually (this list is also available from [http://history.ceu.hu/hanakprizewinners](http://history.ceu.hu/hanakprizewinners)). The Prize (a book) is presented to the author(s) of the best theses chosen on the basis of nominations by supervisors and evaluations by other faculty members.

**CONTINUING STUDIES**
The Department encourages its best graduates to continue their scholarly work at CEU or other universities. The MA in History counts as the first step in the **PhD program**, in which, with the exception of a few students on external grants or supporting themselves, students are fully funded by CEU for three years (and usually another fourth year is supported). Those wishing to proceed to the doctoral program may apply for acceptance at the end of the Winter Term. The final decision on applications is made after the thesis defense. For more information, see the departmental homepage.

**4. LIFE IN THE DEPARTMENT**
The “CEU experience” has been described by the vast majority of former students as incomparable to anything they had encountered before in terms of challenge and excitement. It will both test and improve not only your ability to absorb and process a vast amount of information and knowledge, in English as your working language, but also your openness towards a whole array of different lifestyles, mindsets, attitudes, customs and opinions. We hope that the period you spend at CEU will not only contribute to your professional development, but also deepen your commitment to the values of a tolerant and multi-cultural society.

**RESIDENCY REQUIREMENT**
Students are expected to be in residence, in other words, to stay in Budapest and attend classes during the whole academic year, except the Winter and Research breaks. Permission to be absent from classes and/or from Budapest must be requested by e-mail from the MA Program Director or the Head of Department, via the MA coordinator. Unauthorized absence may lead to disciplinary action, and possibly even expulsion from CEU. There is – unfortunately – no budget for holiday travel; those wishing to visit their families during the winter break have to cover the costs themselves.

Since MA students from different countries far from home belong to the small community of the Department, departmental staff or student colleagues should be informed of any trips abroad to avoid misunderstandings and causing unnecessary alarm.
DEPARTMENTAL EVENTS
Apart from the excursion and educational trip, which are considered parts of the curriculum, the following social events should be noted here:
- the welcome party and Buda hills walk: these take place during the orientation period in September to create opportunities for students of all categories (one- and two-year MA as well as PhD) and faculty to get acquainted in informal situations;
- the cycle of “Scholarly and social meetings of the History Department”: at recurrent weekly sessions during the academic terms, a faculty member or an advanced doctoral candidate gives an informal talk on his current research, followed by discussion and a pub visit;
- the Christmas Party;
- the farewell party (evening of the last day of MA thesis defenses);
- conferences, workshops, public lectures by visitors, and other means to keep you busy, should you find too much free time on your hands (!)

5. DEPARTMENTAL PROJECTS AND PUBLICATIONS
The Department of History is an active initiator of ambitious research projects on the history of Central, South-Eastern, an Eastern Europe and the Eastern Mediterranean as well as bringing together research on larger geographical entities covering all of Europe and its near abroad. It is a top priority for us to involve students from an early stage of their studies.

PASTS, INC. CENTER FOR HISTORICAL STUDIES
Many of our departmental research projects are undertaken with the support of our sister institution, Pasts, Inc. Center for Historical Studies – a platform for international cooperation initiatives in training and research. Pasts, Inc. was established in 2002 as a core of a transnational, interdisciplinary, and intercultural network of scholars. Its mission has been to contribute to the education, training and career development of emerging scholars, in connection with specific research projects. Thus, the Center initiates, supports, and hosts a variety of research, conference, educational, and training activities, as well as publications. It provides a structure and a visibility to the Department of History that has proved to be helpful in student recruitment and external partnerships.
Pasts, Inc. endeavors to maintain the status of history, or “historical studies” as a fundamental frame of reference for the transmission of knowledge in the university system, a precondition of political, anthropological, social etc. discourse. Our goal in doing this is to ‘socialize’ graduates in various kinds of activities: participation in organizing and pursuing research, academic and art events (workshops, conferences, lectures, round tables, concerts, readings and exhibitions), academic management (fundraising and PR), as well as publishing activities. Our research projects relate directly to elements of the teaching program and student research of the Department of History, several related CEU units, and external partners. Detailed information on Pasts’ strategic partners, research associates, ongoing and planned initiatives is available from http://pasts.ceu.hu/.
Over its more than fifteen years of existence, the Department of History has published several Yearbooks (1993, 1995, 1997, 2001) and a working paper series (3 volumes between 1993 and 1996), which provide an insight into faculty and student research at the Department. At the same time, experience has shown that the early years of our visibility were enhanced more through regular appearance of our faculty at well-established publishing venues than through departmental publications. The faculty and doctoral students of the Department of History publish their work regularly, in their native tongues as well as the main European languages, in peer-reviewed journals and with leading academic publishers. Efforts have been made also to create some high profile publishing venues that belong specifically to the Department.

Pasts, Inc. hosts a refereed journal, *East Central Europe/L'Europe du Centre Est. Eine wissenschaftliche Zeitschrift* (hereafter *ECE*) [http://www.ece.ceu.hu](http://www.ece.ceu.hu). Through its editorial board, authors and peer reviewers, *ECE* is an interface for cooperation with various departments at CEU. Attached to the Center in 2004, the journal has the ambition to become the journal of CEU as a whole by keeping its historical outlook, and covering general themes in the humanities with a regional focus. Besides appearing in traditional format, *ECE* also maintains an electronic review database of current academic literature published in the languages of the region, to which students, including MA students, are encouraged to contribute as frequently as they wish, as part of the accomplishment of their thesis-related tasks. As of this current year, while continuing to be hosted by Pasts, the journal is published by Brill, Leiden, in a new series and format: [http://www.brill.com/east-central-europe](http://www.brill.com/east-central-europe).

Another international refereed journal, the *European Review of History / Revue d'histoire européenne* (*ERH*) [http://www.tandf.co.uk/journals/carfax/13507486.html](http://www.tandf.co.uk/journals/carfax/13507486.html) has recently decided to combine its move from four to six issues a year with establishing an editorial office at the CEU Department of History (in addition to their central office at the University of Manchester, and another new one at the European University Institute in Florence) as of January 2008. The editing of up to two issues a year of the *ERH*, a journal committed to providing a forum for the dialogue of historians of diverse backgrounds and generations, is also expected to further contribute to a transnational research environment at the Department.

Pasts Inc. initiates and supports other publishing projects as well, the most important of which is a book series with CEU Press, *Pasts Incorporated. CEU Studies in the Humanities*. Eleven volumes have been published so far. The authors and editors include senior and junior CEU faculty members (Alfred Rieber, Aleksei Miller, and Balázs Trenesényi), CEU alumni who have made a mark internationally (Marius Turda), and leading world figures in historical and humanistic studies (Maria Todorova, Paul Weindling, and Moshe Idel). The topics range from problems in the history of empires and borderlands, through discourses and processes of identity building, to racism and eugenics (full list of titles available at [http://www.pasts.ceu.hu/index.php?id=25](http://www.pasts.ceu.hu/index.php?id=25)). The first two volumes in a series of documents and research reports have also been published (see [http://www.pasts.ceu.hu/index.php?id=24](http://www.pasts.ceu.hu/index.php?id=24)).
APPENDIX I: DEPARTMENTAL FACULTY, AY 2014-2015

Aziz Al-Azmeh, University Professor, Director of the Center of Religious Studies (history of religions, Islamic history). - on sabbatical leave during 2014-1015.

Nadia Al-Bagdadi, Professor, EC member of the Religious Studies Specialization (Islamic and Middle Eastern Studies, 19th century intercultural transfers, history and culture of the late Ottoman Empire, comparative religion, history of the printing and the book). - on sabbatical leave during 2014-1015.

Julian Casanova, Visiting Faculty (comparative history of dictatorships, civil wars and social movements).

Roumen Daskalov, Recurrent Visiting Professor/ New Bulgarian University, Sofia (modernization of the Balkans, cultural and social history of modern Eastern Europe, anthropological theories of culture).

Tolga Esmer, Assistant Professor (Cultural and Social History of the Ottoman Empire and its Successor States, Early Modern & Modern Islamic and Balkan History. Frontier and Borderland Studies; Comparative Empires).

András Gerő, Recurrent Visiting Professor/ Eötvös Loránd University, Budapest (Social and cultural history of Austro-Hungarian Monarchy, national mythologies).

Gábor Gyáni, Recurrent Visiting Professor/ Institute of History, Hungarian Academy of Sciences, Budapest (Central European urban and social history in the 19th and 20th centuries; theory of history).

Karl Hall, Associate Professor, Director of One-Year MA Program (History of the modern physical sciences, with a special emphasis on Russia and the Soviet Union; 19-20th century Russian and European cultural and intellectual history).

Constantin Iordachi, Director of Doctoral Studies/Associate Professor (Modern and contemporary social, legal and institutional history of South-Eastern and Central Europe; Fascism and Communism; comparative citizenship studies).

Maciej Janowski, Recurrent Visiting Associate Professor / Institute of History, Polish Academy of Sciences, Warsaw (Nineteenth century social history, liberalism, Polish and Central European history).

Victor Karády, Professor Emeritus (Historical sociology, history of education in the 19th and 20th centuries, social history of modern European Jewry).

Jacek Kochanowicz, Recurrent Visiting Professor/ Warsaw University (Economic history of Central and Eastern Europe, comparative history, socialism and communism).
László Kontler, Professor (Early-modern European intellectual history, political thought, the Enlightenment, knowledge production, inter-cultural transfers).

András Kovács, Professor at Nationalism Studies Program; Director of the CEU Jewish Studies Program (Minority identities, Anti-Semitism, social history of post-Holocaust Jewry).

János Kovács, Visiting Lecturer, Permanent Fellow, Institute for Human Sciences, Vienna (history of economic thought in Eastern Europe, economic history of communism, political economy of new capitalism in Eastern Europe, economic cultures after communism, institutional economics).

Mária Kovács, Professor at Nationalism Studies Program; Director of the CEU Nationalism Studies Program (Nationalism, liberalism and the professions; international minority protection).

Noemi Levy-Aksu, Assistant Professor (19th and 20th century Ottoman history, European social history).

Miklós Lojkó, Visiting Associate Professor; Eötvös Lőránd University, Budapest (Political and economic history of 20th-century Central Europe, British and French policy towards Central Europe).

Alexei Miller, Recurrent Visiting Professor/Institute for Scientific Information, Russian Academy of Sciences, Moscow (Nationalism in Eastern and East-Central Europe in the 19th century; empires; comparative history of borderlands).

Michael L. Miller, Associate Professor, Nationalism Studies Program (Nationality conflicts, religious, cultural and political development of Central European Jewry in the nineteenth century)

Katalin Péter, Professor Emerita / Institute of History, Hungarian Academy of Sciences, Budapest (The Reformation and confessionalization, family history and women in early-modern Europe).

István Rév, Professor; Director of the Open Society Archives (Memory cultures; Communism and Fascism; aesthetics and the visual; exhibiting and archiving).

Alfred J. Rieber, University Research Professor (Russian and Soviet Foreign Policy, social history of imperial Russia, comparative history of Eurasia).

Matthias Riedl, Head of Department, Associate Professor, Chair of Comparative Religious Studies, (History of Religion and Theology, History of Political Thought, Reformation and Renaissance studies)

Ilona Sármány-Parsons, Recurrent Visiting Professor/ University of Vienna (Visual culture, history of art, architecture and art criticism in modern Central Europe).
Ostap Sereda, Visiting Faculty, Senior Researcher at I.Krypiakevych Institute of Ukrainian Studies (National Academy of Sciences of Ukraine (Nationalism and public sphere in 19th-century Eastern and Central Europe).

Marsha Siefert, Associate Professor (Communications and media history; Cold War culture and diplomacy; oral history and biography; cultural history, music and film)

György E. Szőnyi, Recurrent Visiting Professor/ University of Szeged (Renaissance occultism, religious heterodoxy, semiotics and early modern history, English and Hungarian studies).

Balázs Trencsényi, Assistant Professor (Intellectual history of Central and Southeastern Europe, early-modern political thought, history of historiography, nationalism and patriotism) - on sabbatical leave during 2014-1015.

Carsten L. Wilke, Associate Professor; Director of the Two-Year MA Program; in charge of the Jewish Studies Specialization for the History and Medieval Studies Departments (History of European Jewry; Jewish thought and culture; Jewish-Christian relations; comparative studies in religious modernity; early modern European history).

Susan Zimmermann, University Professor, Departments of History and Gender Studies (History of Central European women’s movements; comparative internationalisms; histories and concepts of social change in a local-global perspective; comparative history of welfare policy) – on partial sabbatical leave during 2014-1015.
APPENDIX II:

THESIS GUIDELINES

FOR THE TWO-YEAR MA COURSE

OF THE DEPARTMENT OF HISTORY

CENTRAL EUROPEAN UNIVERSITY

Last reviewed 24 August 2014
Thesis Guidelines for the Two-year MA Course

This guide provides information concerning the thesis project. It includes important deadlines and important instructions on formulating the conceptual framework as well as the formal implementation of your thesis project as established by the Department of History of the Central European University.

General Overview

The thesis is a scholarly work, an extensive analytical research paper relying on both primary sources and secondary literature, written in English with grammatical accuracy and in good academic style. The thesis must identify an adequate research topic, which includes a manageable field of research involving a number of original questions to investigate. The narrative must contain original argument, show a convincing knowledge of the literature in the field, and demonstrate analytic faculties through the careful and critical use of the sources, the relevant concepts and approaches. Theses must also conform to the departmental academic style guidelines.

Important Deadlines

Throughout the two years, but especially the second year, the Department of History has several deadlines to assist you in conceptualizing, advancing, and finishing your thesis within the prescribed schedule. The procedure for completing these tasks is to submit your draft first to the Academic Writing Instructor for review and possible revision, then to your advisor(s), and finally to the destination specified in the following list. For the Thesis Prospectus, there is the additional requirement to submit a digital copy to the Two-Year MA Coordinator.

Departmental Deadlines for the 2YMA Thesis in 2014-2016

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td></td>
</tr>
<tr>
<td>Determination of Advisors (Dept. Office)</td>
<td>March 20, 2015</td>
</tr>
<tr>
<td>Prospectus Submission (Dept. Office)</td>
<td>June 8, 2015, 1:00 p.m.</td>
</tr>
<tr>
<td>Prospectus Defense</td>
<td>June 11-17, 2015</td>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Second year (exact dates pending)</td>
<td></td>
</tr>
<tr>
<td>First Research Chapter (Thesis Seminar)</td>
<td>November - December 2015</td>
</tr>
<tr>
<td>Second Research Chapter (Thesis Workshop)</td>
<td>Early May 2016</td>
</tr>
<tr>
<td>Thesis submission (Dept. Office)</td>
<td>Early June 2016</td>
</tr>
<tr>
<td>Thesis defense</td>
<td>Mid-June 2016</td>
</tr>
</tbody>
</table>
The First Year

MA Thesis Planning Seminar

The first and second terms of the program serve to establish the groundwork of wider historical knowledge and skills. During the Winter Term, a mandatory Thesis Planning Seminar will detail and explore the requirements of the thesis projects, discuss the common tasks of research organization among the two-year MA cohort, and recognize the individual challenge and potential of each project. To this end, you will be organised into three (or more) separate panels according to the historical period, geographical area, theme, and methodological framework of your research. By the end of the Spring Session, you will be asked for a qualified decision regarding your thesis title, your preliminary proposal ("MA Thesis Prospectus"), and the choice of your academic advisors.

MA Thesis Workshop I
The MA Thesis Prospectus

April is designated at CEU as a research period. During your first year, you will be encouraged to pursue research in primary and secondary sources that you can obtain in Budapest. You are not expected to go on a research trip, because, regretfully, the department is unable to provide an MA student more than one travel grant for research purposes. You should keep this opportunity for the second year, when your research plans have matured and your questions have been crystallized.

During the first Spring Session in May, you will demonstrate the fruits of your preliminary research at the mandatory MA Thesis Prospectus Workshop, a continuation of the Thesis Planning Seminar of the Winter Term. The result of this workshop will be the MA Thesis Prospectus, which you will defend at the Department in front of a committee formed by your advisors.

In order to get a glimpse of the tasks that await you during your second year, you may also attend the presentations and debates taking place at the Spring Term Thesis Workshops (see below) where your colleagues of the one-year MA program and the second year of the two-year program present chapters of their theses.

Contents and structure of the MA Thesis Prospectus

The purpose of the MA Thesis Prospectus is to expound and explain in broad terms the relevance as well as the feasibility of the proposed thesis. It should comprise 5 to 10 pages, and will be submitted to the Two-Year MA coordinator in early June. It will be defended two weeks later during the graduation period.

The MA Thesis Prospectus should consist of the following components:

1. Provisional Title. The Provisional Title ought to be broad (comprehensive, inclusive) enough to accommodate possible future changes of minor to medium significance. At the same time, it should be concrete enough to delineate a certain direction of research in terms of subject-matter and periodization.

2. Names of prospective supervisor and second reader (optionally, a third committee member)
3. Thesis Statement. This will outline the core problem and the “state of the art”:
   a) the existing literature;
   b) the gaps in research;
   c) the questions that remain;
   d) an explication of why the missing knowledge is worth discovering.

4. A short note on Sources with explanatory notes:
   a) their character: primary/secondary/written/visual/material/other
   b) if written, printed/manuscript, published/unpublished, narrative/statistical/legal, etc.;
   c) abundance or scarcity; location/accessibility.

5. Framework (Approaches, Theory, Methodology). This section explains in one or two pages the possible approaches to the subject-matter, the incipient framework of the thesis. Methodologies used by other authors of secondary literature or unpublished dissertations on similar topics should be explored. The limitations, if any, of the applicability of such methods for the proposed research should also be noted.

6. Structure of the Future Thesis. This is a provisional table of contents, which possibly also includes envisaged subdivisions within chapters. This is, of course, a temporary table, yet important in creating, focusing and explaining the internal logic and emphases of the planned project.

7. Difficulties Envisaged. All projects contain components that pose special challenges. It may be the scarcity, over-abundance, or location of sources; the non-narrative nature of one or more source types; the necessity to learn a language; the problem of finding or creating a special narrative, etc. This is the section to note this aspect with proposed remedies.

8. Working Bibliography. The bibliography should contain works of demonstrable relevance to the topic, arranged into sections of primary and secondary literature, with possible further subdivisions within the latter category according genre and/or various aspects of the topic. The bibliography should comprise at least 10 items (books and/or articles), preferably not obtained via a general Internet search (e.g., using JSTOR is encouraged).

The Second Year

MA Thesis Seminar I
The first research chapter

Based on the results of the earlier thesis planning seminars, amplified by individual research carried out during the summer break, and assisted by the academic advisors (supervisor and second reader), your research project will have evolved during the first term of the second year from the planning stage into a more or less definite structure. In the mandatory Thesis Seminar, you will give account of the state of your work and develop it in discussion with other students and the class instructor. You will also be drafting your first research-based thesis chapter. The chapter, about 15-20 pages in length, will be prepared during the second term under the guidance of the seminar instructor and the academic advisors with assistance from the academic writing instructors. The draft may not be a chapter of introductory or conceptual(izing) character, but must be a text based on primary source
research. You will be required to give a presentation on the basis of this draft research-based chapter. The paper, which will be circulated to your peers, your supervisor and the instructor, should analyse a major aspect of the thesis topic, reflect your conceptual approach, as well as the interpretation of the sources you have studied thus far. A provisional title and draft table of contents of the entire thesis must be added to the chapter. You will also be required to intellectually engage with the chapters of all of your peers and voice criticism and helpful suggestions in class. Your first research chapter will be reworked after the seminar discussion, then further refined and solidified in the course of the Winter Term and the last Spring Session as the theoretical approaches to the project become clearer, and more primary sources become available.

MA Thesis Seminar II
Framework

Each thesis project is embedded in its unique framework of theoretical and technical approaches, as well as applied research methods. Subject to consultation with the supervisors and second readers, the task of this particular seminar is the development of the reasoning behind such a framework and how it is integrated into the empirical presentation of the subject matter. A Framework Essay is due by the end of term, possibly to be discussed in conference format. The assignment will reflect the individual needs and characteristics of each project. Depending on the nature of your project, this essay can evolve into a separate chapter of your thesis, into a part of the Introduction, or into a series of key points of reference running through the empirical research chapters.

Academic Writing Courses

Students will attend formal academic writing courses during the Fall Term of the first year (1st term) and the Winter Term of the 2nd year (4th term).

The first-term course has the form of weekly sessions and will provide training and evaluation in essay writing and seminar presentation skills. Students of two departments, Medieval Studies and History, will attend this course together.

The fourth-term Academic Writing course is also Pass/Fail and is offered in the form of four plenary class sessions and individual consultations. It only brings together students from the History Department enrolled either in the 1YMA or the second year of the 2YMA, who are both preparing to submit their theses in June. The course is designed to provide practical assistance in the systematic build-up of the thesis, such as thesis structure management, language and style correction.

Two written assignments have to be completed for the course, the deadlines of which will be adjusted to individual needs. They should be submitted to the supervisors, the academic writing instructor and the course coordinator:

- **Annotated Bibliography.** This is a preliminary list consisting of 10 items of secondary literature that you plan to consult when conducting further research on your thesis. Building on the Working Bibliography of the Prospectus, it contains short descriptions and evaluations for your project of fifteen major bibliographic items. These will be either books or articles/studies within books or journals. The purpose is to provide your advisors with a potential list of sources and allow your advisors to recommend further sources and/or comment on the sources listed in the bibliography.

- **Working Introduction.** To write a fitting introduction, you need to have acquired a mature
knowledge of the subject of the thesis. Therefore, a good academic essay writer puts the final touches to the Introduction at the very end of the project, perhaps even after the Conclusion has been finalized. Nonetheless, it is a necessary part of the systematic build-up of thesis work to have a draft ("Working Introduction") ready before the research (and possible theory) chapters are embarked on. The final text may differ from this working draft significantly. The latter ordinarily contains a thesis statement describing the central, organizing idea that drives the inquiry contained in the main body of the thesis. The Introduction should briefly situate this idea in an academic context, should focus the reader's attention and generate expectations on the part of the reader. The Working Introduction may contain a theoretical framework essay, a major historiographical-bibliographical assessment, and/or comments regarding specific terminology or special sources that will be used in the thesis. It may delineate the significance of the subject-matter among related areas. The length of the Working (and final) Introduction should not exceed 5-15 pages; in general, it should not cover more than a sixth part of the thesis.

An additional set of rules will be handed to you by instructors of the Center for Academic Writing, which prescribes, among other things, the number of mandatory consultations with the AW instructors during the periods of preparation for the various thesis assignments during the second year.

Exemption may be granted from attending the AW classes for native speakers and those with an MA in English literature or English language teaching. The exemption has to be applied for and the decision to grant it depends on the evaluation of work submitted by the end of week 4.

**Thesis Workshop (2nd Year)**
**Second Research Chapter**

During the month of April of your second year, you will leave for a research trip, either abroad or in Hungary, as your research subject demands. During the month of May (Spring Session) all 1YMA and second year 2YMA students of the History Department will attend the main MA Thesis Workshops. About 8-10 students are assigned to each workshop, with details to be worked out within each workshop.

The main written work resulting from your investigations during this second research break will be a second research chapter of your thesis, which must not coincide with the first research chapter presented in the MA Thesis Seminar. Unlike the first chapter, which may still be tentative and subject to many further changes and maturation, this chapter will be based on systematic research among primary and secondary sources, and will be drawn up with the hindsight of the theoretical approaches as well as the planned structure of your thesis. You will be required to present this chapter to your colleagues and faculty forming the Thesis Workshop, after having circulated the draft among them. The purpose is to receive preliminary comments and advice during and after the presentation and before you incorporate the chapter into the wider context of your thesis.

**Thesis Submission**

Three bound copies must be delivered to the Academic Coordinator of the Department of History by the required date of submission.

The final electronic version of the thesis also has to be uploaded to the so-called "ETD database", which is stored in the thesis/dissertation collection of CEU Library. The theses
stored in this database are accessible online according to the distribution option set by the author. The Computer Center will organize tutorials in May (well before the task is due) on the uploading process where you will learn:
- how to structure and format your thesis correctly for uploading;
- how to convert a thesis into a PDF file in the required format;
- and the exact process of uploading the final pdf file.

The deadline for the submission of the MA theses will be announced by the Department. It is unalterable and must be met by all students who wish to fulfill the academic requirements. In very exceptional cases, the department may grant postponement of submission. These cases may be one of two kinds:

1. When a student, during the months of March or April of the second academic year, realizes that his/her research has not yielded a sufficient quality or quantity of material to bring the thesis to completion by the current graduation period. He/she may then request temporary withdrawal from the program. Temporary withdrawal on this basis must be initiated before the start of the Spring Session. The request must be supported by the supervisor’s recommendation and followed by the establishment of a final and non-negotiable deadline for submitting the thesis after the summer break.

2. Where circumstances demonstrably beyond a particular student’s control (e.g. serious health, family, personal safety or technical issues) prevent submission within the deadline, postponement of submission may be initiated. This must be reported to the department via the coordinators, and supported by relevant (medical or other) documents.

In all other cases of late submission, a grade penalty will apply: the passing of each 24-hour cycle calculated from the deadline entails the deduction of one grade during the evaluation of the thesis. (E.g.: 48 hours of delay means that the best possible grade for the thesis is B+ instead of A.)

**Final Examination, including Thesis Defense**

The Final Examination is a composite oral examination scheduled for the last week of the Spring Session. It is a roughly 50-minute academic discussion of which the Thesis Defense takes up most of the available time. The three-member Examination Committee is chaired by the Second Reader of the MA thesis; the second member of the Committee is the First Supervisor of the examinee, and there is a third, external, member. Unless the Second Reader of the thesis is external to CEU, the Third Member of the committee is normally the external member, who is not a CEU professor.

The Defense begins with a brief statement by the student on the principal findings of the thesis, and continues with observations, questions and comments by the three examiners. Following the Defense stage, the Third Member of the Examination Committee will lead the panel in asking the candidate two or three additional questions. These supplementary questions will aim to explore the wider conceptual, geographical and temporal implications and significance of the research questions posed and answers proposed in the MA thesis. A document entitled “Protocol for Conducting Final Examinations in Master of Arts Programs in the Department of History at CEU”, explaining the final Examination procedure in full detail, is attached at the end of this handbook.
Thesis Format

Length
The thesis should be about 20,000 words in length with a maximum of 5,000 words difference plus or minus. (This contains the footnotes, but not the bibliography and appendices.)

Language
The thesis must be written in English. Quotations from foreign languages must be translated into English, while the original language text may be included in a footnote. The only exceptions to this are short quotations in Latin or French. Book, journal, and newspaper titles may appear in their original languages as long as English translations are given in parentheses at the first occurrence. Cyrillic, Arabic and other non-Latin scripts must be transcribed into Latin script. Consult with your academic writing instructor or advisor concerning proper transliteration procedures.

Fonts
Most 12-point fonts are acceptable. It is recommended that the student use Arial or Times New Roman font.

Margins
All margins must be 2.5 cm on the top, bottom, and right. The left margin must be 2.8 cm to compensate for binding and the right margin in justified.

Spacing
Double-spacing must be used in the abstract and text of the thesis. Single spacing must be used in long tables, quotations separated from the text, footnotes, and bibliographical entries.
Subheadings at the bottom of the page must have at least two full lines of text below it. Otherwise, the subheading should begin on the next page.
See the Turabian Manual for Writers of Term Papers, Theses, and Dissertations for specific instructions regarding spacing of other materials.

Page Numbering
Page numbers are required on all main body text of the thesis. Page number placement may be on the top or bottom of the page. However, the location must be consistent throughout the thesis. All page numbers in the main body of the thesis must be in Arabic script. Page number placement begins on the acknowledgment page.

Footnotes
Either footnotes or endnotes may be used in the thesis project. Embedded notation is not permitted. Footnotes must conform to the margins of the paper. They must be written in the same font as used in the thesis but in 10-point size.
Footnotes must follow the Turabian Manual. For citation of material not included in the manual, consult the Academic Writing Instructor.

Tables, Graphs and Figures
Tables, graphs, illustrations, figures, and related materials must be numbered and titled by a system that makes them uniquely identifiable. The source must be stated at the bottom of the table, graph, illustration, figure or related materials. There is no requirement to list these separately in the Table of Contents page, but it is recommended.
The Components of the Thesis
The optional and required components of the thesis are listed below.

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<tr>
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Title Page
Using the sample provided at the end of this guide, the Title Page must contain the following information:

- The full title of the thesis
- The candidate’s name
- The year of submission
- The department and name of the university
- The place of submission (Budapest, Hungary)
- The supervisors’ names
- The statement: “In partial fulfillment of the requirements for the degree of Masters of Arts”

Statement of Copyright
The following statement is located on the page immediately preceding the title page.

“Copyright in the text of this thesis rests with the Author. Copies by any process, either in full or part, may be made only in accordance with the instructions given by the Author and lodged in the Central European Library. Details may be obtained from the librarian. This page must form a part of any such copies made. Further copies made in accordance with such instructions may not be made without the written permission of the Author.”

Abstract
The abstract is a two-three paragraph summary of the thesis project. It includes a brief statement of the problem, a description of the methods/techniques, and major findings.

Acknowledgment Page
This is an optional page that acknowledges those that provided the author with assistance in the thesis project.
Table of Contents
This page includes a listing of Chapter Titles, Headings and Sub-headings of Chapters, Appendices and References as well as their corresponding page number. This page may also include a separate list of tables, figures, illustrations, and related materials.

It is recommended that a separate list of Tables, Figures, Illustrations, etc. be include on a separate page, immediately following the Table of Contents page.

Introduction
The introduction must contain a brief statement of the issue under discussion, outline the scope of the issue, and include the general character of the thesis. (See detailed notes on the Working Introduction above.)

Main Body
These pages contain the body of your thesis divided into chapters. Each chapter must begin on a new page. The first page of each chapter contains the title of the chapter. (N.B. The Introduction and the conclusion are not chapters of the thesis.)

Appendices
This is not a required component but may be included for some theses. Its purpose is to include supplementary information, original data, and other such relevant material.

Bibliography
These pages contain a list of sources cited and consulted during the thesis project. There are several techniques for the division of sources. Consult the Turabian Manual for Writers of Term Papers, Theses, and Dissertations for appropriate techniques for subdividing the Bibliography.

GRADING ASSESSMENT OF THE MA THESIS
Theses in the 2YMA program are graded according to criteria of substantive argumentation, original findings, and style. Theses deemed worthy of the "A" grade must exhibit high quality in all three domains -- excellence in one cannot compensate for shortcomings in another. The presentation of the argument should be such that the generalist reader can readily ascertain the scholarly stakes even if certain subtleties are lost, while the specialist reader can easily identify the relationship of the thesis to a larger body of literature and not detect serious gaps. The quality of argumentation is assessed at multiple levels, whether with respect to key concepts and theoretical approaches employed in the wider profession, or practical engagement with more circumscribed debates, or simply the consistent use of working terminology throughout the body of the thesis. The best theses will also demonstrate a reflexive awareness of how the problem being addressed may in turn shed light on the scope and uses of historical inquiry. All theses must show mastery of source work, whether archival documents, published works, oral interviews, etc. The best theses employ a sophisticated apparatus of empirical demonstration that is not only sensitive to the ethics of accuracy but also capable of weaving together disparate source genres in an original fashion. Regardless of region or era, method or sources, each thesis should further exemplify fluency in presentation, aiming to win the reader through polished prose and rhetorical sophistication.
THE HISTORY OF HISTORY

By

Zora H. Kandor

Submitted to
Central European University
Department of History

In partial fulfillment of the requirements for the degree of

Master of Arts

Supervisor: Professor László Kontler
Second Reader: Professor Karl Hall

Budapest, Hungary

2015
Protocol for Conducting Final Examinations in Master of Arts Programs in the Department of History at CEU

The Final Examination is a composite examination which candidates studying for MA degrees at the Department of History have to pass as the final academic requirement to qualify for receiving their degrees. The Final Examination follows one (in the case of the One-Year MA Program) or two (in the case of the Two-Year MA Program) academic years of course work, supervised academic research, and the submission of an MA thesis.

The Examination Committee

The Examination is conducted by a three-member Examination Committee chaired by the Second Reader of the MA thesis. The second member of the Committee is the First Supervisor of the examinee. The accreditation of our MA programs in Hungary (and thus in the European Union) requires that at least one full professor or associate professor should be a member of the examining panel and that there also be an external examiner (a scholar independent of CEU) present. The main Supervisor of the thesis has to be a member of CEU. Unless the Second Reader of the thesis is external to CEU, the Third Member of the committee is normally the external member.

Thesis Defense

The first part of the Final Examination comprises the detailed Defense of the MA thesis. In the course of the Defense, the student should be prepared to answer questions and respond to comments and critique about his or her thesis from the Thesis Supervisor and the Second Reader – both of whom, as academic advisors, will have been familiar with the thesis research and writing –, and if he or she so wishes, the Third Member. These questions may concern any substantive, formal, conceptual, structural, source- as well as terminology-related issues that they deem relevant. The inquiry also allows the student to amend, improve, highlight, correct or explain points and aspects of the thesis that the examiners identify for this purpose. This part of the examination is best conducted in the form of a conversation, an exchange of ideas.

Additional examination questions

Following the Defense stage, the Third Member of the Examining Committee will ask the candidate two or three additional questions. These supplementary questions, unlike those asked during the Defense stage, do not directly involve the particular subjects discussed in the thesis itself, nor do they constitute an examination of general historical knowledge or a testing of the student’s ability to revisit and explain concrete problem areas analyzed in earlier course work. Instead, this part of the Final Examination aims to explore how the student explains the meaning and significance of the research questions posed in the MA thesis. Questions will typically focus on events, dominant personalities, phenomena, concepts or narratives that run chronologically and/or geographically parallel to or concentrically around the historical problem areas discussed in the thesis and which explain the wider historical context in which the thesis may be interpreted.

This second stage of the Final Examination should take less time than the Defense: about one quarter to one third of the total length of the examination.
Announcement of the Examination Grade

Following the Defense and the additional questions stages, the candidate is asked to leave the examination room, whereupon a short discussion takes place among the examiners about the grading of the thesis and of the examination. This comprises two grades, both of which will appear in the Infosys record of academic results and in the graduate’s transcript:

1. Final Grade for the MA Thesis (arising from the aggregate of the grade for the written thesis as agreed by the Supervisor and the Second Reader, and the grade for the Defense as agreed by each of the three examiners), and
2. Oral Grade for the MA Final Examination (as agreed by each of the three examiners)

The student will be invited back into the room and will be told the grades.

Minutes

Detailed minutes, entered into a standardized pre-printed form, will be kept by the examiners. These contain the grade for the written MA Thesis, the grade granted for the Oral Defense of the Thesis, the Final Grade for the Thesis, the Oral Grade for the MA Final Examination, and the main questions put to the candidate both at the Defense and the additional questions stages. At his/her request, the examinee should be given the opportunity to see these minutes.

Length of the Final Examination

The Final Examination should last between 40 and 50 minutes with the Thesis Defense taking up most of the available time.