

hips

Master of Arts in History in the Public Sphere

HIPS

An Erasmus Mundus Masters course

STUDENT HANDBOOK

Academic Years 2024/2025 and 2025/2026



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1 GENERAL INFORMATION

1.1 What is HIPS?

HIPS is a 120 ECTS English-language M.A. program in History awarding a multiple degree. It focuses on the ways the past is represented, contested, and negotiated in the public sphere, exploring various contexts from the early modern period to the present in a comparative and transnational way. The Program is organized around four thematic foci, which cover the most pressing questions historians and practitioners have been faced with in an increasingly connected, globalized world: the institutionalization of memory and the politicization of history; visual representations and medialization of history; histories of inclusion and exclusion; and entanglements between national, regional, and global frameworks of history. Creating new synergies between these themes, the Program aims to bring together historical scholarship and civic engagement in order to prepare students for careers in producing, translating, and disseminating historical knowledge through museums, journalism, archives, broadcasting, and digital communication.

1.2 Consortium Partners

The Program is operated by a Consortium:

- **CEU GMBH – Central European University Private University (“CEU PU”) as Consortium Partner and coordinating institution**
- **Tokyo University of Foreign Studies (“TUFS”) as Consortium Partner**
- **Università degli Studi di Firenze (University of Florence, “UniFI”) as Consortium Partner (inactive from September 2025)**
- **Universidade NOVA de Lisboa (“NOVA”) as Consortium Partner**
- **Institut National des Langues et Civilisations Orientales, Sorbonne Paris (“INALCO”) as Associate Partner (inactive from September 2025)**

Participating departments:

Department of Historical Studies at CEU PU

Graduate School of Global Studies (GSGS) at TUFS

NOVA School of Social Sciences and Humanities (NSSH) at NOVA

Contacts:

CEU: Mónika Nagy (nagymo@ceu.edu)

TUFS: Aya Fukuda (fukuda_aya@tufs.ac.jp)

NOVA: Graça Leite Santos (erasmusmundus@fcsh.unl.pt)

2 GOVERNANCE AND ACADEMIC MANAGEMENT OF HIPS

The overall governance of the Program is ensured by the *Consortium Board*, which is supported in its operation by the *Joint Admissions and Examination Committee*, the *Curriculum Development and Quality Assurance Committee*, and the *Secretariat*.

Consortium Board

The *Consortium Board* undertakes the overall governance of the Program and it is responsible for defining the mission of the Program, seeing to its implementation, and updating it as necessary based on the feedback from faculty, students, and alumni on an on-going basis.

Joint Admissions and Examination Committee

The *Joint Admissions and Examination Committee* is responsible for the selection of applicants for the degree program, reviews students' progress from the first to the second academic year and receives student appeals in matters of grading and academic progress, in cases when these cannot be solved at the level of the institution where the student resides.

Curriculum Development and Quality Assurance Committee

The *Curriculum Development and Quality Assurance Committee* is responsible for the integration of the main components of the Program across the two years of study and the different mobility paths, finalizes the list of available internships, coordinates the research component of the degree across participating institutions, oversees students' evaluation of faculty and supervision at regular intervals, and undertakes necessary steps in cases where the academic excellence of the Program is concerned.

Secretariat

The central administrative office of HIPS is established at CEU for the management of the grant under the guidance of the Consortium Board. The Administrative Coordinator serves as the main contact for the students. In addition, there is a contact person at each participating department.

Student Representatives

HIPS students elect representatives in the first year for the whole cohort, and in the second year at each of the partner institutions. They provide feedback at their hosting institution regularly, as well as present reports with comments and issues raised by the student body, including at the Consortium Board meetings.

3 HIPS INFORMATION AND COMMUNICATION TOOLS

Each HIPS student receives a unique e-mail address as well as access to shared documents, calendars, websites and other services.

HIPS students should regularly check their e-mail address as they will be used for communication between the students and the Consortium (including the Administrative Coordinator).

The first year of HIPS studies is supported by an e-learning platform at CEU where all students have access to course information (including the latest schedule), materials and other learning tools. The CEU/HIPS e-learning platform also has an electronic copy of the most recent HIPS syllabi.

HIPS also maintains a Facebook group.

4 HIPS STUDY PROGRAM

4.1 General characteristics

The 2-year (120 ECTS credits) HIPS Program includes three semesters of taught courses followed by a fourth research and writing up semester.

The **first and second semesters**, which all students spend at CEU PU, consist of a mandatory introductory module and mandatory thematic and elective classes offering an insight into the main questions of the program's four thematic tracks. In addition, the first and second semesters also provide training in transferable skills, familiarization with analysing and producing audio-visual material, training in academic and professional writing, and various cooperative project assignments. In the second half of the second semester (Spring Term at CEU), students receive training in evidence and archival theory and practice at the Vera and Donald Blinken Open Society Archives in Budapest, and take part in study visits at several museums and heritage institutions. During that period, HIPS also offers **intensive research training** in the form of a prospectus writing seminar. The prospectus is defended at the Prospectus Defense in front of project supervisors, faculty of Consortium Partners and peers at the end of the second semester (June 2025).

In the **third semester** students have the possibility to pursue thematic mobility tracks at TUFS or NOVA. The third semester consists of mandatory and elective courses focusing on the chosen thematic tracks of the student, as well as an internship placement.

The **fourth semester** is normally spent at the same institution as the third (or at other Partner Institution, in justified cases, with the approval of the Program Director), and provides time for **research and writing of the Thesis or preparing the Capstone Project**.

The second year is completed with a return to CEU where a **Final Exam and Project Defense** take place in June 2026. Students present and defend their final projects in front of a **joint international examination committee** representing the participating academic institutions. Students who successfully defend their final project take part in the **final graduation ceremony at CEU**.

4.2 Thematic tracks

HIPS is built around **four main interrelated themes**. The four key themes constituting the thematic tracks of the program are the following:

- 1) History and the institutionalization of memory
- 2) Visual representations and medialization of history
- 3) Histories of inclusion and exclusion
- 4) Entanglements between national, regional, and global frameworks of history

4.3 Mobility paths

For their third and fourth semesters, students choose their mobility path based on their Thesis / Capstone Project and the availability of expert supervision. CEU, TUFS and NOVA offer elective courses and supervision pertaining to all four themes.

4.4 Internship

The mandatory **internship** component of the Program has a duration of minimum two weeks and maximum six weeks. One week with 4 part-time workdays and 4 daily contact hours equals 2 ECTS; 2 weeks with 8 part-time workdays and 4 daily contact hours equals 4 ECTS.

4.5 Workload

In order to graduate, students

- must obtain a minimum of 30 ECTS per semester including at least 40 ECTS credits towards their chosen thematic focus;
- must submit a Prospectus of Thesis or Capstone Project and defend it at the end of the second semester
- must fulfil the internship requirement of minimum two weeks during the third and/or fourth semesters; in the fourth semester they may carry out up to six weeks of internship or a combination of internship and individual research, related to the Thesis or Capstone Projects
- must submit a final project, either a Research Thesis or a Capstone Project, developed under the supervision of two faculty members from different institutions, and defended it in front of an international examination committee at CEU.

Out of the 120 ECTS credit points over the two years of the program, 16 need to be earned in mandatory (core) courses, 24 in mandatory thematic courses, 26-30 in elective courses, 26-30 in practical experience and skill development, 14 in research and research training (including the Prospectus Defense and the submission and defense of the Final Capstone Project/Thesis).

- **Mandatory courses** build core theoretical, methodological, and historiographical competencies on the topic of history in the public sphere. They are compulsory for all students, regardless of their chosen mobility track.
- **Mandatory thematic courses** focus on the program's four thematic foci and are compulsory for all students.
- **Elective courses** covering a wide range of topics, historiographical approaches, and practical skills are offered by all Consortium Partners as part of their existing curriculum. Most elective courses pertain to two or more thematic foci. Beyond the requirement to gather at least 40 ECTS credits towards their chosen thematic track, students can choose elective courses in any combination.

- **The practical experience and skills** component of the program is offered by each of the consortium partners, under a variety of forms:
 - **study visits** to public institutions, non-governmental organizations, or educational actors active in the field of public history broadly construed (such as museums, public and private archives, exhibition spaces, memorial houses, media editorial offices, etc.);
 - **practitioner workshops**, delivered by professionals with expertise in any of the four thematic foci, in which they introduce students to their specific work;
 - an **internship placement** in which students contribute to the development of a specific project and/or conduct research for their own Thesis or Capstone Project
 - a **rich offer of courses** focusing on the acquisition of transferable skills, such as courses in digital humanities, documentary filmmaking, oral history, or media and popular history writing.

HIPS program requirements (in ECTS)

Year 1	Joint recruitment, admission, and enrollment	
ECTS	Central European University (first year)	
	<i>Thematic and methodological orientation</i>	<i>Building a transnational context</i>
8	Core course	
	“Introduction to the Study of History in the Public Sphere” (8 ECTS)	
16	Mandatory thematic courses (2 / semester)	
	“History and Institutionalization of Memory” (“Memory”) “Visual Representation and Medialization of History” (“Visual representation and media”) “Histories of Inclusions and Exclusion” (“Inclusion and exclusion”) “Entanglements between national, regional, and global frameworks of history” (“Entanglements”) (4 ECTS each)	
20	Elective courses	
	Including optional source language (for max. 4 ECTS) and elective courses offered by other departments (for max. 8 ECTS)	
12	Practical experience and skills	
	OSA internship in Budapest, Study visits; practitioners’ workshops; audio-visual skill-building	
4	Research and research training	
	Prospectus writing seminar and prospectus defense,	
Year 2	<i>Students follow their chosen thematic track for the third and fourth semesters</i>	
	TUFS Tokyo	Universidade NOVA de Lisboa
8	Core course	
	“Historical cultures and collective identity”	
12–16	Elective courses	
	<i>Of which elective courses towards chosen thematic track:</i>	
	<ul style="list-style-type: none"> • Memory • Visual and media • Entanglements • Inclusion and exclusion 	
16–20	Practical experience, skills, and intercultural experiential learning	
	Internship, learning archival, organizational, and curatorial competences Possibility of visits at TUFS (for those who do not spend a semester there)	
10	Research and research training	
	Submission and defense of the Final Capstone Project/Thesis	
120	Total	

4.6 Assessment

Forms of assessment and any associated rules concerning coursework are determined by the institution that offers the course. However, the *Joint Admissions and Examination Committee* regularly reviews assessment criteria to ensure the greatest possible coordination across institutions.

Typical methods of assessment include: course papers, student presentations, oral or written exams, joint projects, media products (documentary movie, blog, exhibition plan, etc.). All institutions offer students feedback on their work and final grade, as well as one opportunity for reassessment in cases when students fail to achieve a minimum pass grade during an examination or for course work.

Internships are assessed with Pass or Fail based on a 1,000-word report submitted by the student and a short evaluation from the host organization. In case of Fail the student must resubmit a revised report within two weeks from the first assessment. The student's report should detail the tasks performed during the internship and their relevance for his/her studies, in connection to either coursework or Thesis / Capstone Project research.

4.7 Academic Advisors

Two academic advisors from two different universities (normally one from CEU and one from either NOVA or TUFUS) help HIPS students with their work during the course of their MA studies. Shortly after students' arrival at CEU, they have conversation with the Director of the HIPS MA Program about their study and research plans, including suitable members of CEU faculty who may be able to help with the student's project.

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 project proposals and research chapters. MA students are expected to discuss their research project and proposal draft with the faculty member most experienced in their area.

The students should choose advisors before the end of the Fall Term (2 December, 2024) after having contacted them and sought their agreement. To students who have not determined their supervisors by that date, the Director of HIPS – based on recommendation of the *Joint Admission and Examination Committee* – 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 permission of the Program Director.

4.8 Thesis or Capstone Project preparation

Depending on their interests, students can graduate on the basis of either a Master's Thesis or a Capstone Project.

The project topic should correspond to the proposal that was submitted with the application documents. Any change of topic must be agreed upon with the HIPS Program Director.

The *prospectus of the Master Thesis or Capstone Project* is drafted during the Prospectus Writing Seminar (Spring term) and is finalized by, presented at, and evaluated during the Prospectus Defense in June 2025 at CEU PU.

Prospectus Seminar and the Project Prospectus Defense

During the Prospectus Writing Seminar, students develop a prospectus for their Master's Thesis or Capstone Project. Its purpose is to elaborate in broad terms the relevance, guiding ideas and feasibility of the proposed thesis. It should comprise 6 to 8 double-spaced pages, or up to 3000 words including bibliography.

Contents and Structure of the Project Prospectus

The Project Prospectus should consist of the following components:

1. *Provisional Title*. The provisional title ought to be inclusive enough to suggest the potential of the project while being concrete enough to give potential thesis advisers an idea of the subject-matter, geographical space, and time period.
2. *Thesis Statement or Research Objective*. A description of the core problem or issue that the project intends to address.
3. *Existing research literature*. The review of existing research can include publications as well as examples of any relevant non-printed sources, such as websites, exhibitions etc.
4. *Prospective Sources*. List of sources, their type, location, availability.
5. *Skills Desired and Difficulties Envisaged*. Description of perceived difficulties related to courses, internships and/or research trips during the rest of the studies.
6. *Working Bibliography*. This includes items from point 3 above and any other sources, including online, intended for consultation.

Procedure for Prospectus Defense with Participating Institutions

A final version of the Project Prospectus will be uploaded to the CEU e-learning site by a given deadline and distributed to all participating institutions. At the Prospectus Defense, all participating departments will be represented in the Examination Committee, which will deliberate on passing or failing the Prospectus, grades on different aspects of the submitted material, and its presentation and defense.

4.9 Defense

After completing the course requirements of the first three semesters, students devote the fourth semester to further research and writing the Thesis or preparing the Capstone Project. Students go through this period under the joint supervision of the supervisors who will also grade the final project according to the following criteria:

Research Thesis	Grade	Point	Capstone Project
The thesis shows originality, analytical and conceptual complexity, and critical skills.	A	9–10	The project shows originality, a high level of skill, and is based on thorough documentation.
The thesis contributes substantially to the literature in the field, and is theoretically and methodologically well designed.	A-	8–9	The project is well research and executed, showing a good command of the possibilities of the medium.
The thesis contributes to the existing literature, shows knowledge of relevant theory, and is methodologically well designed.	B+	7–8	The project is based on relevant research and is executed with an average level of skill.
The thesis is adequate, but lacks conceptual clarity, theoretical breadth, and/or is poorly designed methodologically.	B	6–7	The project is adequate but lacks coherence, is based on partial research, or shows a poor level of skill.
The thesis lacks conceptual, theoretical, and methodological clarity, and relates to existing literature either partially or uncritically.	B-	5–6	The project is based on partial research, with substantial flaws in design and execution.
The thesis lacks conceptual, theoretical, and methodological	C+	4–5	The project is poorly researched, the design lacks coherence, and the execution is flawed.

clarity, and does not relate to existing literature meaningfully.			
The thesis lacks a thorough knowledge of the subject matter and does not relate to the historiography on the topic. It does not demonstrate analytical ability and/or applies research methods poorly.	F / resubmit	<4	The project is poorly researched, designed, and executed.
The thesis work is not original. It has either been submitted to fulfil the requirements of another degree, or parts of the thesis are plagiarized.	F for academic dishonesty	–	The project is not the original work of the student. The concept or documentation are plagiarized either in part or in full.

In order to complete the thesis requirements, students need to pass an oral final examination (Defense). The Defense of the Master Thesis or Capstone Project takes place at CEU in June 2026. It is evaluated by a committee which includes representatives of the participating departments and the academic supervisors. The submission date for the final projects is early June 2026 (to be fixed later).

Students' final grade for the Master Thesis or Capstone Project is the average of the final project grade and the defense grade.

For the requirements of the MA Thesis and Capstone Project, see Appendices 1 and 2.

5 HIPS DEGREE

Students who obtain at least 120 ECTS as part of the approved program of study, with at least 60 ECTS credits obtained in the first year, and successfully defend their master thesis or capstone project are awarded a Multiple Degree issued by CEU and, depending on the student's mobility track, either TUFs or NOVA. The degree diplomas are issued together with academic transcripts of records provided by the institutions the student attended as part of their mobility track, as well as a joint Diploma Supplement issued by CEU.

6 HIPS POLICIES AND PROCEDURES

6.1 General Provisions

Unless specifically regulated by the HIPS-wide policies and procedures contained in this Handbook, the rules of the host institution (i.e., the institution where a student is hosted at a given moment) always apply. As these vary from one place to another, HIPS students are advised to carefully study applicable policies and procedures every time they change a host institution.

The academic matters which are regulated by HIPS Consortium as a whole are (a) the common grading scale which is necessary to translate grades received in one institution to another; (b) progression from one semester to another; and (c) joint examination of the thesis and the award of HIPS degree.

6.2 ECTS and Grading Scale

HIPS partner universities use the European Credit Transfer System (ECTS) to facilitate mutual recognition of courses and grades. Each HIPS course has a value in ECTS credits. The final HIPS transcript and the Diploma Supplement use ECTS credits.

Each of the HIPS partner institutions applies its own grading scale which will be explained to the students. In order to translate grades between institutions, the HIPS Consortium uses the conversion table based on the so-called ECTS grading bands (Table 1)

HIPS grading scale equivalency

HIPS grading scale			CEU		TUFS	UniFI		NOVA	
ECTS grade name	ECTS grade	Point	Grade	Point	Grade	Grade	Point	Grade	Point
			Excellent	A					
Very good	B	83–89	A-	3.34–3.67	B	28–29	B	16–17	
Very good	B	80–82	B+	3.17–3.30					
Good	C	75–79	B+	3.01–3.16	B	C	25–27	C	12–13
Good	C	70–74	B	2.84–3.00					
Satisfactory	D	66–69	B	2.64–2.83	C	D	21–24	D	11–12
Satisfactory	D	60–65	B-	2.34–2.63					
Pass	E	50–59	C+	2.33	D (Fail)	E	18–20	E	10–11
Fail	F	48–49	F	0		F	<18	F	8–9

6.3 Code of Conduct and Appeal Procedure

Regular attendance is mandatory in all classes. A student who misses more than two units (two 100-minute sessions) in any 2 or 4-credit class, should make up the missed classes with an assignment determined by the course instructor, unless the student missed the class because of medical reasons; in that case the course instructor must be informed, and a doctor's note must be submitted to the Secretariat within a week of the missed class. Unjustified class absences may result in a failing grade.

Late submission of course assignments without the prior approval of the course instructor will result in the final grade being reduced by a grade step every 24 hours after the missed deadline. Students can appeal course assessments in writing within 7 days from receiving the assessment. The appeal must be submitted to the administrative contact at the respective institution and will be addressed in accordance with the university's internal regulations. In cases when a satisfactory solution is not found, the case will be forwarded to the *Joint Admissions and Examinations Committee*.

Appeals against the assessment of the internship and final project components of the program must be addressed to the *Joint Admissions and Examinations Committee* within 7 days from receiving the assessment. Final decisions are made by the Consortium Board based on the recommendation of the committee and may involve the appointment of a new examiner in the case of the final project assessment.

At the end of each course and of the program, students will be asked to fill out anonymous course surveys and evaluations.

6.4 Academic Honesty

The Consortium recognizes and protects the values of academic integrity, obedience to law and ethical standards. Acts of academic dishonesty will result in serious consequences, as stipulated in CEU's Code of Ethics, <https://documents.ceu.edu/documents/p-1009-1v2010>.

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process. Acts of academic dishonesty include, but are not limited to, accomplishing or attempting forgery or fabrication, cheating and plagiarism.

Plagiarism occurs both when the words of another are reproduced without acknowledgment, and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. This also refers the use of unauthorized aids or another person to write a paper or take an exam without permission ("ghostwriting"). Unauthorized use or misuse of generative artificial intelligence (GAI) by students falls within the scope of the Plagiarism Policy. It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all materials submitted. For further details see CEU's Policy on Plagiarism <https://documents.ceu.edu/documents/p-1405-1v2201>.

6.5 Policy on equal opportunity

The Consortium is committed to making transparent and equitable decisions in all aspects related to the program management. It aims to secure an inclusive and supportive working, learning, and social environment which promotes equality, values diversity, and respects the rights and dignity of all students, staff, and faculty, regardless of age, disability, gender, race, ethnic or national origin, political or religious beliefs, socioeconomic background, pregnancy and maternity, family circumstances including marriage and civil partnership, and sex or sexual orientation. In addition, all Consortium partners have equal opportunity policies in place which are rigorously applied and monitored by appropriate bodies:

- CEU PU Equal Opportunities Policy and Equal Opportunities Committee: <https://www.ceu.edu/equal-opportunity>; CEU PU is currently running the European

Commission funded project SUPERA, with the aim to elaborate and implement an evidence-based Gender Equality Plan which tackles gender inequality, stereotypes, and biases in research and the academia;

- TUFs implements a set of “Guidelines for Students with Special Needs”;
- NOVA is part of a European consortium within the scope of an H2020 project under the theme Gender Equality, Supporting and Implementing Plans for Gender Equality in Academia and Research (SPEAR).

7 TUITION FEES AND FINANCIAL AID

HIPS has a single tuition fee: 12,000 EUR per year, which is independent of the study track a student is taking. However, HIPS offers partial and full tuition waivers. Based on merit, CEU also provides stipend to selected students for the first ten months of their studies.

APPENDIX 1

THESIS FORMAT

Length

The thesis should be 18,000—22,000 words in length including footnotes, but not the bibliography and eventual 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 the footnotes. Titles of books, articles, journals, and newspapers that are quoted in the body of the text may appear in their original language 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. However, bibliographical references in footnotes and bibliographies must always contain the original titles; non-Latin scripts must be transcribed here as well. Consult your academic writing instructor or advisor concerning proper transliteration procedures.

Page settings

Your body text should be set in clear, easily legible fonts and size (normally 12 point Times Roman, Arial, Garamond). Use 2.5 cm margins on the top, bottom, and right on your A4 size papers and always justify your text on the right margins.

For formatting and stylesheet questions not specified below, see the Turabian *Manual for Writers of Term Papers, Theses, and Dissertations* or consult your Academic Writing tutor for specific instructions.

Use double-spacing in the abstract and the text of the thesis. Apply single spacing in long tables, block quotations, footnotes, and bibliographical entries. Be careful not to leave subheadings at the bottom of the page. If a subheading is not followed at least by two lines, move it to the top of the next page.

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 numbers begin on the acknowledgment page.

Footnotes

Either footnotes or endnotes may be used in the thesis, however footnotes are strongly recommended. Embedded notation is not permitted. Footnotes must conform to the margins of the paper and numbering should be consecutive throughout the thesis. You should apply single spacing and a smaller, but still easily legible font size (e.g. 10 points), but do not change the font face.

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, however it is recommended to create a *List of Illustrations* after your Table of Contents at the beginning of your thesis.

The Components of the Thesis

The optional and required components of the thesis are listed below.

Component	Optional/Required
Title Page	Required
Copyright Notice	Required
Abstract	Required
Acknowledgments	Optional
Preface	Optional
Table of Contents	Required
List of Tables/Illustrations	Optional
Introduction	Required
Framework chapter	Optional
Body of Thesis	Required
Appendices (Endnotes)	Optional (If endnotes are used)
Bibliography	Required
Index	Optional

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 (Vienna, Austria)

The names of the supervisor and second reader

The statement: "In partial fulfilment 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, the main research questions, 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 includes a listing of Chapter Titles, Headings and Sub-headings of Chapters, Appendices and References as well as their corresponding page number. A separate *List of tables, figures, illustrations*, and related materials may follow this.

Introduction

The introduction must contain a brief statement of the issue under discussion, formulated as one or more research questions; 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.

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 relevant material.

Bibliography

These pages contain a list of sources cited in the thesis. 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. Be careful of citation consistency, meaning that all cited works should appear in the bibliography, but not such items should be listed which are not cited. Supervisors and external readers do not want to read a long list of “recommended readings”.

[Sample title page]

TITLE

By
Student's Name

Submitted to
Central European University
Department of History

In partial fulfilment of the requirements for the degree of
Master of Arts

Supervisors:
Professor's Name
Professor's Name

Vienna, Austria
2026

APPENDIX 2

THE CAPSTONE PROJECT

A capstone project serves the same purpose as an MA thesis: to demonstrate the knowledge and skills gained by the student in an original piece of research. The basis for the capstone project is also historical research, using primary sources that are clearly identified and carefully selected. Both works are written according to scholarly standards and offer evidence for the interpretative approach being taken.

A capstone project represents a step beyond an MA thesis. If you are coming to the MA program already with in-depth research on your topic (e.g., an earlier BA or MA thesis) or in-depth experience and skills in the alternative mode of presentation (video, website construction, oral history training, museum exhibition) then the capstone project can be a next step. However, if you are beginning with a new topic, the historical research on that topic has to come first. The MA thesis can also imagine a future capstone project, with a final chapter with next steps toward implementation.

Given the mobility built into the HIPS program, realizing a capstone project suggests a careful selection of institutions where you can receive appropriate supervision and skills training. Internships are intended to be educational but may not yield the advanced skills nor the site to realize a capstone project.

With these considerations in mind, students wishing to pursue a capstone project must identify the already existing research or skills in the draft prospectus prepared during the Intersession of Year 1 so that an appropriate supervisor, trajectory of courses, and institutions can be suggested.

Formal requirements of a capstone project:

The formal requirements of a capstone project include a written component of **10,000 – 12,000 words** in the same style as an MA thesis, with references and bibliography. The practical component of the capstone project can be included in appendices or incorporated into the structure of the written component, depending upon the advice of the MA supervisor.

Practical Components of a Capstone Project:

A capstone project includes a practical proposal (ca. 5-6,000 words) or an audiovisual pilot project for implementation or dissemination of the project findings. This practical component may take a wide variety of forms, including but not limited to:

- A concept and implementation plan for an audiovisual work, with a trailer or sample material
- A concept for an exhibition, including a list of potential materials and examples of how they would be exhibited
- Descriptive and interpretive materials for a website, plus a diagram of the hierarchical levels and design ideas and possibly a demo version
- A proposal for a field site investigation, including an interview protocol, along with at least two completed interviews and sample transcripts
- A proposal for working with a community or student group, which includes policy components and an initial interview with one such group

- A proposal for an educational project and at least four lesson plans about a particular issue and possibly a description of a site visit to an educational institution or museum

The capstone project emphasizes the value of the research investigation to a larger audience, defining that potential audience as part of the final report. To the extent possible, a pilot version of components of the project, for example, sample interviews, text and images for a website, list of visual materials for an exhibition, a film script, a trailer for a film, should be included.