hips

Master of Arts in

History in the Public Sphere (HIPS)

An Erasmus Mundus Masters course

STUDENT HANDBOOK

Academic Year 2023-2024 and 2024-2025

1 GENERAL INFORMATION

1.1 What is HIPS?

HIPS is a 120 ECTS English-language M.A. program in History taught in cooperation at six universities and 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:
- **Közép-európai Egyetem** (Central European University, "CEU") as Consortium Partner and coordinating institution
- **Tokyo University of Foreign Studies** ("TUFS") as Consortium Partner and coordinating institution
- **CEU GMBH – Central European University Private University** ("CEU PU") as a Consortium Partner
- **Università degli Studi di Firenze** (University of Florence, "UniFI") as Consortium Partner
- **Universidade NOVA de Lisboa** ("NOVA") as Consortium Partner
- **Institut National des Langues et Civilisations Orientales, Sorbonne Paris** ("INALCO") as Associate Partner.

Participating departments:
Department of History at CEU PU
Graduate School of Global Studies (GSGS) at TUFS
Department of History, Archeology, Arts and Performing Arts (SAGAS) at UniFI
NOVA School of Social Sciences and Humanities (NSSH) at NOVA

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INALCO: Jules Leconte (direction-international@inalco.fr)

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.

Admissions and Examination Committee
The *Admissions and Examination Committee* oversees 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, and oversees students' evaluation of faculty and supervision at the end of each semester and undertakes necessary steps in cases where the academic excellence of the program is concerned.

Secretariat
Two administrative offices are established at CEU and TUFS for the management of the grant under the guidance of the Consortium Board. In each, an Administrative Coordinator serves as the main contact for the students. In addition, there is a contact person at both NOVA and UniFL.

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

Website. The program website **https://hipsma.com** presents the program structure, the student cohorts, classes, and activities.

Email. Each HIPS student receives a unique e-mail address. The HIPS Administrative Coordinator at CEU sets up user accounts for each enrolled HIPS student.
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).

Shared folder. With their email address, HIPS students will receive access to shared documents, calendars, websites and other services.

E-learning. The first semester 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: **https://ceulearning.ceu.edu**. The CEU/HIPS e-learning platform also has an electronic copy of the most recent HIPS syllabi.

Facebook. HIPS a has got a Facebook group, **https://www.facebook.com/hipsma**.

4 HIPS STUDY PROGRAM

4.1 General characteristics

The 2-year (120 ECTS credits) HIPS program is divided into four terms, of which three are devoted to taught courses and the fourth to research under faculty supervision.

The **first semester**, which all students spend at CEU PU **Vienna**, will consist of a mandatory introductory module and several mandatory elective and elective classes offering an insight into the main questions of the program's four thematic tracks. In addition, the first semester also provides training in transferable skills, familiarization with analysing and producing audio-visual material, training in academic and professional writing, and various cooperative project assignments.

The **intersession** between the first and the second semester is spent on the CEU campus in **Budapest**. Students will receive intensive research training in the form of a prospectus writing workshop organized in January. Moreover, they will have the opportunity to receive a short training in evidence and archival theory and practice at the Vera and Donald Blinken Open Society Archives and will also make study visits at other Hungarian museums and heritage institutions. The Budapest intersession bridges the gap between the academic schedules at CEU PU and TUFS.

The **second semester** is spent by all students at TUFS in **Tokyo**, where they combine training in the various thematic directions of the program with an interdisciplinary orientation, but also get insights into the Japanese historical context which will serve as a basis for transcultural dialogue. While for non-Japanese students the Japanese context will serve as a framework of comparison and an exercise in cultural "translation," for Japanese students TUFS will offer in-depth courses on Japanese culture and politics in a global context. In order to facilitate the dialogue, there will also be a common and mandatory core course focusing on comparative memory politics. Possibilities of internships and experiential learning with cultural institutions in July (the summer quarter according to the Japanese academic schedule) will complete the curriculum.

In the **third semester** students will have the possibility to pursue thematic mobility tracks at UniFI in **Florence** or NOVA in **Lisbon**. The third semester will consist of mandatory elective and elective courses focusing on the chosen thematic track of the student, as well as an internship placement.

The **fourth semester**, which can be spent at any institution of the Consortium, will provide the institutional framework for research and writing of the Thesis or preparing the Capstone Project (see the requirements in the Appendix to this Handbook), possibly also by continuing a longer internship. Research must be carried out under the joint supervision of faculty from two different institutions in the Consortium. Meetings with one of the supervisors are required at least every 14 days.

During the third or fourth semesters, students can also opt for a short mobility period at INALCO in Paris for either internship or research purposes, with the approval of the primary supervisor and the second reader (advisors) and the Joint Admissions and Examinations Committee. Students may obtain up to 20 ECTS through coursework or internships hosted by the INALCO.

The **graduation period** will virtually unite all enrolled students. A Thesis / Capstone Project workshop and a student conference will take place with the participation of the first- and second-year cohorts. Students present and defend their final projects in front of a joint international examination commission representing all the consortium institutions. Students who are successfully awarded the multiple degree take part at the final graduation ceremony.

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 thematic preference and Thesis / Capstone Project prospectus.

CEU PU, TUFS and NOVA offer elective courses and supervision pertaining to all four mentioned themes, while UniFl offers themes one to three.

4.4 Internship

The mandatory internship component is included in the curriculum in the first to third semesters. Students may also choose to spend a short period of time for purposes of internship at the Associate Partner, INALCO, or may propose an internship placement themselves. In order to earn credits for an internship, it should have a duration between two and six weeks. One week with 4 part-time workdays and 4 daily contact hours is counted as 2 ECTS; 2 weeks with 8 part-time workdays and 4 daily contact hours equals 4 ECTS. All internship placements or short mobility periods require the approval of the advisors and the *Consortium Board*.

4.5 Workload

In order to graduate, students
- must obtain a minimum of 120 ECTS over the four semesters including at least 40 ECTS credits towards their chosen thematic focus;
- must submit a prospectus of their Thesis or Capstone Project and present it at a workshop at the end of the first semester
- must fulfil the internship requirement of minimum two weeks during the third and/or fourth semester; they may carry out up to six weeks of internship or a combination of internship and individual research, related to the graduation project.
- 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 commission.

Out of the 120 ECTS credit points over the two years of the program, 24 need to be earned in mandatory (core) courses, 16 in mandatory electives, 26-30 in elective courses, 26-30 in practical experience and skill development, 14 in research and research training, while 10 are obtained by submitting and defending the 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 elective courses** focus on the program's four thematic foci and are meant to inform students' decision of the thematic mobility track for the second academic year. At CEU and at

TUFS in the first and second semesters, each student will choose two out of the four mandatory elective courses offered.

- **Elective courses** covering a wide range of topics, historiographical approaches, and practical skills are offered by all Consortium Members 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
  - **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)

16	Core courses	
	"Introduction to the Study of History in the Public Sphere" (8 ECTS)	"Comparative Memory Politics" (4 ECTS) "Japanese History in Transnational and Comparative Perspective" (4 ECTS)
16	Thematic mandatory electives	
	"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") *Each student chooses two out of four offered at both institutions (4 ECTS each)*	
14	Elective courses	
	Including optional source language (for max. 4 ECTS) and elective courses offered by other departments (for max. 8 ECTS)	
10	Practical experience and skills	
	Study visits; practitioners' workshops; audio-visual skill building	
4	Research and research training	
	Prospectus writing workshop (CEU) and participation at student conference (TUFS)	
Year 2	*Students follow their chosen thematic track for third and fourth semesters*	
	University of Florence	Universidade NOVA de Lisboa
8	Core course	
	"Historical cultures and collective identity"	
12–16	Elective courses	
	Students follow their chosen thematic track for third semester, with the possibility of choosing between all Consortium partners for the fourth semester	
	• Memory • Visual and media • Inclusion and exclusion	• Memory • Inclusion and exclusion • Entanglements • Visual and media
16–20	Practical experience and skills	
	Internship, learning archival, organizational, and curatorial competences	
10	Research and research training	

	Research and writing, regular consultations with the supervisor and the second reader
	Final project workshop, submission, and defense (TUFS)
10	**Submission of research Thesis / Capstone Project and defense**
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: final paper, 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. The report from the host organization, obtained by the student from their direct supervisor, gives a briefs assessment of the student's performance.

4.7 Academic Advisors

Based on their research topic, envisaged mobility track, and the prospectus defense, the *Joint Admission and Examination Committee* suggests each student a primary supervisor and a second reader from different institutions. A definite decision on supervisor and second reader should be taken by the end of the second semester at the latest.

The primary supervisor and the second reader advise the student on matters related to their research and internship, monitor the student's progress towards the Thesis or Capstone Project, and assess the submitted final project.

4.8 The Thesis or Capstone Project

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

4.8.1. The Preparation of the HIPS MA Project Draft Prospectus

During the Prospectus Seminar in the January intersession of the first semester, students will develop a draft prospectus for their Master's Thesis or Capstone Project and present it at a workshop organized in February.
The purpose of the draft prospectus is to elaborate in broad terms the relevance, the guiding ideas and the feasibility of the proposed thesis. It should comprise 6 to 8 double-spaced pages, or up to 3000 words including bibliography.

The HIPS MA Project Draft 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 your 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 what they are, where they are located, and which ones are already possessed.

5. *Skills Desired and Difficulties Envisaged.* Describe how the perceived difficulties may be addressed by courses, internships and/or research trips during the rest of year 1 and year 2.

6. *Working Bibliography.* This includes items from point 3 above and any other sources, including online, intended for consultation.

A final version of the HIPS DRAFT MA Project Prospectus will be uploaded to the CEU e-learning site at the end of the Budapest intersession and distributed to all participating institutions.

4.8.2 The Defense of the Draft Prospectus

A workshop representing all partner institutions will be convened late February, where the Joint Admission and Examination Committee and other institutional representatives will discuss each Draft Prospectus in terms of the proposed project and potential supervisory committee. At the end of each presentation, a pass/fail grade will be given. The institution chosen for the fall term of the second year will also be discussed.

4.8.3 The Defense of the Prospectus

The defense of the finalized Prospectus will take place at TUFS at the end of the second semester, in the framework of a student conference with the second-year students involved as moderators and commentators.

4.8.4 The Preparation of the HIPS Thesis or Capstone Project

After completing the course requirements of the first three semesters, students devote the fourth semester, which can be spent at any institution of the Consortium, to further research and writing the Thesis or preparing the Capstone Project. Students go through this period under the joint supervision of the primary supervisor and the second reader who also will 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 clarity, and does not relate to existing literature meaningfully.	C+	4–5	The project is poorly researched, the design lacks coherence, and the execution is flawed.
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.

4.8.5 The Defense of the HIPS Thesis or Capstone Project

In order to complete the thesis requirement, students need to pass an oral final examination (defense). The *defense* of the Master Thesis or Capstone Project takes place at TUFS in July 2023. It is evaluated by a committee which includes at least two representatives of the institutions forming part of the Consortium and the academic advisors. The submission date for the final projects is early July 2023 (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 entitled to the award of a multiple degree awards a Multiple Degree issued by CEU, TUFS, and depending on the student's mobility track either UniFI or NOVA. Each of the Master programs and corresponding degrees are fully recognized by the Consortium Partners awarding the Multiple Degree. 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	90–100	A	3.68-4.00		A	30–30L	A	18–20
Very good	B	83–89	A-	3.34–3.67	A				
Very good	B	80–82	B+	3.17–3.30		B	28–29	B	16–17
Good	C	75–79	B+	3.01–3.16					
Good	C	70–74	B	2.84–3.00	B	C	25–27	C	12–13
Satisfactory	D	66–69	B	2.64–2.83					
Satisfactory	D	60–65	B-	2.34–2.63	C	D	21–24	D	11–12
Pass	E	50–59	C+	2.33	D	E	18–20	E	10–11
Fail	F	48–49	F	0	(Fail)	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. In case of a failing grade, students are allowed one retake within the same semester.

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"). 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-1405-1.

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);
- UniFI Committee for equal opportunities, non-discrimination, and the well-being of workers (CUG): https://www.unifi.it/vp-9265-comitato-unico-di-garanzia-per-le-pari-opportunita.html?newlang=ita;

UniFI front office and services for students with disabilities: https://www.unifi.it/vp-10400-students-with-disabilities.html.

7 TUITION FEES AND FINANCIAL AID

HIPS has a single tuition fee which is independent of the study track a student is taking but is different for EU and non-EU citizens. CEU collects the tuition fee on behalf of the HIPS Consortium. CEU also administers Erasmus + (EMJMD) scholarships. Japanese citizens applying to TUFS are eligible for scholarships offered by the Japanese Government (MEXT).
Contribution to subsistence costs will not be given to the Erasmus + scholarship holders for the EMJMD periods (study/research/placement/thesis preparation) spent in their country of residence.

APPENDIX 1

THESIS OR CAPSTONE PROJECT?

To obtain the MA degree in the HIPS program, students may choose between two alternative types of research work: the Thesis or the Capstone Project. Whereas a Thesis critically studies the public representations of a historical theme, a Capstone Project works out a plan for such a representation.

Both kinds of projects serve the same purpose: to demonstrate the knowledge and skills gained by the student in an original piece of research. Both should be based on an in-depth familiarity with the historical object in question, acquired through historical research on primary sources that are clearly identified and carefully selected. Both types of work must be written according to scholarly standards and offer evidence for the interpretative approach being taken.

The capstone project therefore represents a practical step beyond an MA thesis. If you are coming to the MA program already with a good expertise on your topic (e.g., an earlier BA or MA thesis) or if you already possess experience and skills in audio-visual and digital media (video, website construction, oral history training, museum exhibition), then you should consider developing your research results into a capstone project. However, if you are beginning with a new topic, it will be more reasonable to invest your efforts into the historical research on that topic in the framework of an MA thesis. This thesis may include a final chapter imagining a future capstone project and the next steps toward implementation.

APPENDIX 2

THE THESIS

General Overview

The MA thesis is an extensive scholarly research paper relying on primary sources and secondary literature, written in English with grammatical accuracy and in good academic style. The thesis must outline a manageable field of research involving a number of original questions to investigate. Its 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 sources, relevant concepts, and approaches. Theses must also conform to the academic style guidelines defined by the host department.

Formal Requirements

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 annotation 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	Optional
End(Notes)	(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 department and name of the university
The name of the program
The place of submission (Vienna, Austria – Tokyo, Japan) and the year
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.

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 about 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]

<div align="center">

TITLE

By
Student's Name

Submitted to
Central European University
Department of History
Tokyo University of Foreign Studies

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

</div>

Erasmus Mundus Masters course "History in the Public Sphere" (HIPS)
Supervisor: Professor's Name
Second Reader: Professor's Name

<div align="center">

Vienna, Austria – Tokyo, Japan
2025

</div>

APPENDIX 3

THE CAPSTONE PROJECT

General overview
The Capstone Project is a piece of historical research assorted with the concept for an audio-visual, digital, or practical project that aims to emphasizes the value of the research investigation to a larger audience. Since the concept should be maturely thought out both from a scholarly and an implementation perspective; each Capstone Project must consist of a written and a practical component. Defining the potential audience is part of the written report.

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.

Requirements of the Written Component
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.

Requirements of the Practical Component(s)
The practical component of a capstone project should reflect the implementation or dissemination of the project findings either within a practical proposal of ca. 5-6,000 words or through an audiovisual pilot project. 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

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. Depending on the advice of the MA supervisor, the practical component of the capstone project can either be incorporated into the structure of the written component or be conceived as an independent series of appendices to it.