CENTRAL EUROPEAN UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

ONE-YEAR MA PROGRAM IN POLITICAL SCIENCE

Student Handbook

Central European University
Department of Political Science
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Welcome

Welcome to the Political Science Department of Central European University.

This handbook comprises program information, the most important departmental policies and a list of key dates of the 2018-2019 academic year. Should you need any further information, please visit the Political Science website at http://politicalscience.ceu.edu/ or contact us.

The details of this handbook are accurate at the time of publishing. However, some changes – especially to dates, courses, office hours – might occur later on. Any important changes to this document will be communicated to you in advance. Therefore, we advise you to regularly check your CEU student mailbox and the department's website.

We hope that our program will meet your expectations and wish you a very productive and inspiring academic year at the CEU.

<div style="text-align:center">

Zoltan Miklosi
Head of the Department

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I. Contact Information

1. Head of Department

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She will join our office in November, 2018.

3. Faculty Contact Information

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Arato, Andrew	TBA

4. Office Hours

All faculty members will provide office hours for individual consultation. Office hours will be announced on the department's website in September.

II. The one-year Master of Arts Program in Political Science

1. Basic Information

Institution:	Central European University
Department:	Department of Political Science
Program:	One-year Master (MA) Program in Political Science
Degree:	Master of Arts (MA) in Political Science
Accreditation:	New York State Education Department, USA

2. Overview of the Program

The program assures solid intermediate-level training in methods and theories in major fields of political science, and allows students to take a number of elective courses to probe fields of possible specialization. Students are required to submit their MA thesis in the way and by the time set in the Academic Calendar and the Departmental Policy on the Submission of MA Theses. Field research or equivalent tasks for the MA thesis are mainly carried out, during the winter and spring term of the academic year. At the end of their graduate studies, students will have to defend their MA thesis publicly.

The one-year Master Program consists of three semesters and a pre-session period. The total amount of credits to be earned is minimum 40 credits, including 8 credits for a successfully defended MA thesis.

3. Entry Requirements

The one-year MA program accepts students who, by the time of enrolling meet general CEU admission requirements and have received a four-year Bachelor's degree in the field of political science or other social science disciplines, economics, philosophy, public policy, or public administration; although other degrees will also be considered.

All MA students must demonstrate that their level of English language proficiency meets CEU's minimum entry requirements.

4. Degree Requirements

To earn a degree, one-year MA students must complete 16 credits from core courses offered by the department, complete all mandatory writing classes, earn at least 16 credits from elective courses (see details below), and successfully defend their MA thesis, which is worth 8 credits.
All students should make satisfactory progress towards the degree for which residence in Budapest or the vicinity for the duration of studies is essential. For further details of CEU's general degree requirements see the CEU *Student Rights, Rules and Academic Regulations*, Section 3.1. Please note that failing to meet departmental deadlines is unsatisfactory progress and might result in suspension or termination of your student status and/or your financial aid package.

5. Learning Outcomes

Cluster	Sub-cluster	Category	Specific skill or quality	Descriptor	Courses responsible	Measurement indicators (direct) (formative and summative assessment)
Generic graduate education (social sciences and humanities)		Cognitive skill 1	Reason logically	Ability to recognize and use logical models such as induction, deduction, etc.	All courses	Position papers, teacher's evaluation of seminar discussions, in-class tests, final papers, MA thesis
		Cognitive skill 2	Informed, reasoned judgment	Make well-reasoned judgment, recognize subjectivity, etc.	All courses	Teacher's evaluation of seminar discussion, position papers
		Cognitive skill 3	Higher order thinking skills	See patterns, recognize hidden meanings, generalize from facts, etc.	All courses	Position papers, final papers, teacher's evaluation of seminar discussion, MA thesis, in-class tests
		Key academic transferable skill 1	Analytical writing	Ability to generate logical, plausible and persuasive arguments, connect, compare and contrast, etc.	All courses	Position papers, literature review, in-class exams, MA thesis
		Key academic transferable skill 2	Critical Writing	Ability to critically evaluate sources, develop an original topic, structure writing to support the thesis, arguments and conclusions, use appropriate academic language and style	All courses	Position papers, literature reviews, final papers, in-class tests, MA thesis
		Key academic transferable skill 3	Summary writing	Ability to synthesize information, determine a focus point, discern the main line of argumentation	All courses	Literature reviews, teacher's evaluation of seminar discussion, position papers, MA thesis
		Key academic transferable skill 4	Oral communication	Ability to communicate clearly and using appropriate media, to work in and lead group discussions and participate in tasks involving communicative competence	All courses	Teacher's evaluation of seminar discussion
		Self-renewal skill	Personal development planning	Ability to identify one's own learning needs, to set learning priorities in research skills or knowledge and to make changes in terms of learning development based on ongoing reflection and peer or teacher feedback	All courses	Feedback from MA supervisor and from mentor, teacher's evaluation of seminar discussion, MA thesis
		Research skill	Project management	Ability to design, implement and write up a good quality research in a thorough, rigorous and consistent manner	Scope and Methods	MA thesis, feedback from MA supervisor, acceptance to PhD
Specific CEU	Mission-driven	1. Inter/ multi/ disciplinarity	Multidisciplinary approach to social phenomena	Ability to master different approaches from various social science disciplines and to see their discipline within a broader social science and humanities context	Various courses	Tests, position papers, term papers, in-class discussions, MA thesis

		2. Policy-relevance or 'what follows?'		Ability to analyze contemporary events in broader institutional, political and social contexts and to make policy-relevant conclusions	Various courses	Tests, position papers, term papers, MA thesis
		3. Scholars for the region	Special research interest	Ability to apply the acquired approaches and methods on the analysis of issues, salient for the region	Various courses	Position papers, term papers, MA thesis
		3. Scholars for the region	Future career	Ability to contribute to the development of political science in home countries by acquiring cutting-edge approaches and methods at CEU	All courses	Regular contact with alumni
		4. Leaders for the region		Ability to occupy leadership positions in various fields after returning to their home countries	Entire program	Regular contact with alumni
		5. Innovation		Ability to learn ideas and methods, to apply new approaches in research	All courses	Position papers, term papers, MA thesis
		6. Internationalization	Problem analysis in international context	Ability to understand problems in cross-national comparative perspective and in international context and to discuss them with students of different cultural background	Various courses	In-class discussions, position papers, term papers, MA thesis
		7. Value awareness		Commitment to the advancement of open society globally and in new democracies particularly	All courses	Regular contact with alumni
		8. Integration research into learning	Research skills	Awareness of how actual research is done by CEU academics	Elective courses	In-class discussions, doctoral seminars
	Context -driven	Academic writing in EFL	Mastery of academic writing style & argumentation in English	Ability to use English grammar, vocabulary and style appropriate for written academic products and ability to construct academic arguments	All courses	Position papers, term papers, MA thesis
		Oral presentation in EFL	Advanced English speaking skills	Ability to hold an academic conversation, make oral presentations and participate in scholarly debates	All courses	Classroom presentations, in-class activity
		Basic information literacy	Research skills	Ability to use various research sources and technologies, gather, assess and process information autonomously in a creative way	All courses	Position papers, term papers, MA thesis
		Basic critical thinking	Ability to demonstrate critical thinking skills	Ability to formulate critical arguments and present them in scholarly debates and written products.	All courses	In-class discussions, position papers, term papers, MA thesis

6. Program Structure and Requirements

6.1. Pre-session requirements

Attendance is required throughout the pre-session weeks. Introduction to the University is centrally coordinated during this period and the department also organizes important placement and exemption tests as well as remedial courses.

6.2. Semester requirements

Students have to take all mandatory courses plus one four-credit core course from each core group during the Fall and Winter semester. Students are expected to take 14-18 CEU credits in the Fall semester and the rest of the 32 CEU credits in the Winter semester.
The Spring semester is dedicated to thesis writing, there are no mandatory classes offered by the Department of Political Science during this period. Students will prepare their thesis under the supervision of a faculty member.
The minimum requirement to pass to the defense phase is a 2.66 GPA, the thesis and its defense represents 8 credits of the total 40 credits required for graduation. For further details of requirements for awarding credits see the CEU *Student Rights, Rules and Academic Regulations*, Section 4.3.

6.3. Program structure and curriculum

The program features mandatory, core and elective courses, as well as non-credit and credit courses. Besides the MA courses offered by the Political Science Department, students can choose from MA courses offered by other CEU departments and programs, provided that those courses are cross-listed with the Political Science Department. Non-cross-listed courses can be taken only up to max. 4 credits.
Please note that each course in the department has its enrollment limit. Once enrollment has reached this limit, no more students can enroll unless other students drop the course.
It is strongly recommended to take at least two out of the four core courses in the Fall term.
Overview of the program structure:

MA1 Program structure and curriculum

Courses and Requirements	Semester and CEU credit		
	1	2	3
***Mandatory courses* (2 credits)**	--	--	--
Academic Writing	0	--	--
Scope and Methods: Research Design and Techniques	CNT*	--	--
Scope and Methods Workshops	--	2	--
Math refresher	0	--	--

Core courses (16 credits)	--	--	--
Political Theory (4 credits)			
Introduction to Political Philosophy: Justice and Equality	4	--	--
Political Theory	--	4	--
Comparative Politics (4 credits)			
Comparative Politics	4	--	--
Comparative Political Research	--	4	--
Research Methodology (4 credits)			
Introduction to Statistics (mandatory)	2	--	--
Comparative Case Study Research (mandatory elective)	2	--	--
Applied Statistics (mandatory elective)	2	--	--
Qualitative data analysis (mandatory elective)	--	2	--
Political Economy (4 credits)			
Concepts in Political Economy	4	--	--
Political Economy II: Core Issues and Conceptual Frameworks in Political Economy	--	4	--
Elective courses (16 credits)			
Terrorism: A Comparative Politics Perspective	--	4	--
Politics and Society in Central and Eastern Europe	2	--	--
Welfare States in the Current Era: Origins, Issues and Challenges	4	--	--
Parties and Party Systems	2	--	--
Political Economy I: Basics in Macroeconomics	2	--	--
Foundations of Political Philosophy	2	--	--
Cosmopolitanism and Global Justice	2	--	--
Comparative European Politics	4	--	--
Political Communication	--	2	--
Human Rights and Biopolitics	4	--	--
Politics and Society in Central Eastern Europe	2	--	--
Constitutionalism and Democracy	--	4	--
Democracy between Crisis and Transformation: Normative and Institutional Perspectives	--	4	--
Globalization and Inequality II: policies and organizations	--	2	--
Religion and Party Politics in the West	--	2	--
Decentralisation, Devolution, Federalism	--	2	--
Interest groups, State Capture and Rent seeking	--	2	--
Neoliberalism and its alternatives: orthodoxies and heterodoxies	--	2	--
Geopolitics, Regional Integration and Rentier States in Eurasia	--	2	--
Hybrid Regimes in Modern Times	--	4	--
The Politics of Transnational Market Making – A Central European Perspective	--	2	--
Multivariate Statistics	--	4	--
Elections and Democracy	4	--	--

Voting behavior	--	4	--
Analyzing Democracy	--	2	--
Design-based approaches to quantitative research	--	2	--
Globalization and Inequality**	--	4	--
The Political Economy of Regime Change **	2	--	--
Constituent Power **	4	--	--
Political Authority and Obligations I **	2	--	--
Electoral Clientelism and Corruption **	--	--	2
Political Institutions **	--	4	--
Political Sociology **	--	4	--
Political Authority and Obligations II **	--	2	--
Set-Theoretic Methods**	2	--	--
Survey Methodology**	2	--	--
Theory of Justice**	--	2	--
THESIS (8 credits)			
FINAL EXAM (0 credits)			
TOTAL 40 --credits			

* Continuing in the Winter term as Scope and Methods Workshops. Credits are earned at the end of the Winter term.

** PhD courses, successful fulfilment of specific MA courses might be required, you may take a PhD-level political science courses (up to 4 credits), with a permission of the doctoral committee and the department. Such a request must be sent to ds(at)ceu.edu AND polsci(at)ceu.edu.

Mandatory courses

There are only three mandatory courses in the one-year MA program:

Academic Writing for Political Science
The aim of the mandatory non-credit course is to equip students with the writing and language skills that they need to carry out graduate level student work at CEU, as well as in any professional or academic English-speaking environment. The program includes a taught course in the pre-session and first semester, individual writing consultations all through the year, and a self-access component for independent learning.

Math Refresher
The course is a remedial course for basic mathematics and statistics that will enable the participants to engage in the standard quantitative courses of the MA program successfully. It is a pass/fail course that will cover the essentials of arithmetic and algebra (operations, powers, roots, fractions, convergence).

Scope and Methods
This course acquaints students with some of the foundational questions in the philosophy of social sciences; it offers a brief outline and evaluation of the main methodological approaches. The aim of the course is to enable students to write a coherent research outline and justify their methodological choices.

Core courses, exemption and placement tests

The core courses in the program cover key theoretical and methodological fields that everyone should master who graduates from a MA in Political Science program. They are organized in four groups: Political Theory, Comparative Politics, Political Economy and Research Methodology. Within the academic year students must choose one four-credit core course from each core group; they are free to decide whether they take a core course in the Fall or the Winter term.

The core courses are not mandatory since (a) given satisfactory prior knowledge of the field you can be exempted from any one (or even all) of them, and (b) students have a choice between two courses offered in each core group.

Exemption tests for the core courses are offered during the Zero Week, and are evaluated by the instructors of the given core discipline. Exemption from taking any of the two courses offered in a given core group will be granted to those who pass a written test on the basics of the given subject. These tests are not mandatory, and taking them has absolutely no consequences for later grades. If students do pass the test successfully, then they are free to ignore the core group to which the course(s) in question belongs to. However, even if a student is granted exemption from one or two core courses (s)he has to earn 32 credits in taught courses over the academic year.

The department organizes an exemption/placement test on quantitative methods for all students during the Zero week. This test is mandatory for all students and it seeks to assess each student's familiarity with quantitative methods, math, and statistics. This test cannot be failed; its purpose is to create groups based on similar levels of skills for the courses offered by the department on the subject. The test will be a two-stage test, those who do not pass any of the stages will be required to take Intro to Statistics; those passing stage one can take an advanced quantitative or any qualitative methods class, those passing both stages will be exempt from the methods core requirements.
The department also organizes a voluntary placement test on qualitative methods. Students cannot fail this exam but will learn whether they should opt for the Qualitative Data Analysis course or a more advanced qualitative methods course offered at the department. None of the qualitative courses are mandatory.

Elective courses

The list of elective courses is available at the beginning of each academic year. Students can choose from elective courses in order to satisfy the program's credit requirements.

Cross-listed courses

Students can also take MA courses offered by other CEU departments and programs provided that those courses are cross-listed with the Political Science Department. The list of cross-listed courses is available at the beginning of each academic year.

Taking courses at other CEU academic units

CEU promotes interdisciplinarity and cross-unit collaboration. Therefore, as a Masters-level student you are allowed to earn up to 4 credits per academic year from courses offered by other

academic units without any formal approval required by the Department of Political Science. This is a University-wide regulation endorsed by the CEU Senate in June 2016. To learn about courses offered at other departments, please visit: https://courses.ceu.edu
You can take another 4 credits from the courses offered by the Department of International Relations and the School of Public Policy without any permission.

PhD courses

Besides the MA courses offered by the Political Science Department, students can enroll in PhD-level courses in Political Science for a maximum total of 4 credits over the year, with departmental approval and with the permission of the doctoral committee. Such a request should be sent to the Head of the Doctoral School at ds@ceu.edu and Head of Department at polsci@ceu.edu. The list of PhD courses is available at the beginning of each academic year.

6.4. Student evaluations

Course evaluation
Students are asked to evaluate their courses and instructors at the end of each semester through an online system, CoursEval, using a survey of 14 questions. The CoursEval system is entirely independent of all other university systems, it is managed solely by the Institutional Research Office at the Office of the Provost. All surveys are anonymous; neither the numeric nor the text 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, they do not have access to the names of individual students.

Student evaluations in CoursEval 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 the Institutional Research Office.

Thesis supervisor evaluation
The Department would like to assess supervision, which should provide background information about the level of students' satisfaction with the Master thesis supervision. Thus, students are required to fill in a supervisor evaluation form and submit it online after the defense. The assessment is kept confidential until the student concerned defended successfully her/his thesis. Only the head of department and the supervisor concerned will get the personal file. Faculty will get a summary report on supervision at the department.

7. Hungarian Diploma

Besides the US-accredited MA in Political Science diploma, students also obtain a Hungarian accredited Further Specialization ("szakirányú továbbképzési szak") in Comparative Political Science ("Összehasonlító politikatudomány").
The requirements of eligibility are the followings:
- completion of all degree requirements of the One-year MA program;
- previous degree of at least 4 years of university education prior to CEU;

- successful oral defense of the thesis including answering some questions related to the larger field of the discipline the thesis relates to.

8. Certificates with Specializations in Political Science

The one-year MA in Political Science program offers several streams of specialization. In the course of their studies, students can specialize in a field of their choice, and receive from the department – in addition to the MA diploma – a certificate in that particular field within the discipline. In order to receive a certificate of specialization, students must:
- satisfy all requirements to earn an MA degree in CEU's Political Science program;
- earn 12 CEU credits in courses related to the specific field in question and receive a B+ or better grade in each course; and
- write their MA thesis on a topic related to this field of specialization.

Each student can receive only one certificate of specialization. The list of streams of specialization is listed below. For the distribution of specific courses on offer during the present academic year, please see point 8.1.

Certificate Specializations

Comparative Politics
The aim of the stream is to offer advanced studies from a comparative perspective in a wide range of topics ranging from the analysis of national political institutions to the interplay social structure and political development. While the nation state will play a crucial role as the object of inference, students in this track will also learn about the increasing role of both sub-national and supra-national units in an ever increasing interdependent world. Graduates from this stream will be particularly qualified for being employed in an international work environment, be this in the academia or international organizations. Furthermore, being exposed to the comparative perspective on political phenomena also makes graduates from this stream good candidates for government positions, political think-tanks, and political advisor jobs.

Comparative European Politics
The aim of the stream is to offer advanced studies from a comparative perspective in a wide range of topics, institutions, and structures of Europe. Students in this track will learn about the increasing role of both sub-national and supra-national units in an ever increasing interdependent world, with a special focus on European developments. Graduates from this stream will be particularly qualified for being employed in an international work environment, be this in the academia or international organizations. Furthermore, being exposed to the comparative perspective on political phenomena also makes graduates from this stream good candidates for government positions, political think-tanks, and political advisor jobs – be that in national member states or the EU-level organizations.

Constitutional Politics
The aim of the stream is to offer students an understanding of constitutional policy making. Starting from the twentieth century, with the retreat from welfare state socialism, and with the reevaluation of the cogency of democratic will-formation, we see that theories and practices of government develop hand-in-hand. Not only do we stress contemporary political theoretic debates, but we also directly trace the interlinkages between theories and strategies of governance. Students who take this stream will be well-positioned to pursue Ph.D. level studies, and to take up

professions relating to critical analysis of all forms of political argumentation found campaigns and public office, and legal organizations.

Electoral Politics

The aim of this stream is to introduce students to the study of mass political behavior in general and voting behavior in particular. Courses will examine in detail the impact of social cleavages, economic conditions, ideology, the mass media, political issues, party identification, factual information and various other factors on how voters decide. Students will learn about the implications of different models of representation for political theory and public policy primarily. Graduates will be well-equipped for working as experts in political communication for the mass media, political parties, parliaments, civil service, and municipal governments; public relations, consultancy and public opinion polling firms; international and business organizations; and think-thanks covering fields from campaigning and political marketing to policy and media analysis.

Political Communication

The aim of the stream is to offer advanced studies at the intersection of politics and communication. Major areas include television, the press and politics; election campaigns, public opinion and voting behavior; political marketing and civic communication; the role of media in democratization; and trends in media system development and communication. Special attention is given to cutting edge research areas such as the role of new media (the Internet) and alternative media in political communication; the role of the media in forming national and transnational identities; and environmental communication. Graduates will be well-equipped for working as experts in political communication for the mass media, political parties, parliaments, civil service, and municipal governments; public relations, consultancy and public opinion polling firms; international and business organizations; and think-thanks covering fields from campaigning and political marketing to policy and media analysis. Graduates may also choose doctoral studies and an academic career in political science or media and communication studies.

Political Economy

The aim of the stream is to provide advanced-level tuition in the fields of political economy. It covers a broad range of theoretical, methodological, empirical and technical education necessary for the analysis of the economic determinants of politics and policy, the political constraints of economic life, policy evaluation and analysis. Graduates will be well-equipped for working as decision makers and analysts in the civil service, in international organizations, think-tanks, and the business sector. They will also acquire the background for pursuing doctoral studies and an academic career in political science.

Political Research Methodology and Social Analysis

The aim of the stream is to provide advanced-level tuition in a wide range of social science methodologies, including theoretical and practical training in statistical methods, quantitative and qualitative research techniques, game theory, as well as small- and medium-N comparative analyses. Graduates from this stream will be well trained for employment in applied research, e.g. in the civil service, consultancy and polling companies, NGOs, international organizations, and think-thanks, and also be suitably prepared for pursuing doctoral studies and an academic career in political science or related fields.

Post-Communist Politics

The aim of the stream is to offer studies in a wide range of topics ranging from the analysis of national political institutions to the interplay between social structure and political development in post-communist countries. Students will learn about the unravelling of the Soviet Union, paying

special attention to the process of nationalist mobilization and the dynamics of conflict and war in some key areas of the post-Soviet space. They will have a strong understanding of the variety of regime types, the means of power consolidation, the various forms of collective action and resistance to authoritarian rule, and the way in which regimes change and collapse. Graduates from this stream are good candidates for government positions, political think-tanks, and political advisor jobs, be that in national states or international organizations.

Public Policy
The aim of the stream is to provide advanced-level tuition in the fields of public policy. It covers a broad range of theoretical, methodological, empirical and technical education necessary for the analysis of the determinants of politics and public policy, the political constraints of policy design, evaluation, and analysis. Graduates will be well-equipped for working as decision makers and analysts in the civil service, international organizations, think-tanks, and the business sector. They will also acquire the background for pursuing doctoral studies and an academic career in political science.

Social and Political Theory
Since the Enlightenment, legacy of markets and democracy carries on into the twenty-first century, it is easy to be complacent about political theory understood as the canonical works from Aristotle to Rawls and Habermas. However, even in the twentieth century, with the retreat from welfare state socialism, and with the reevaluation of the cogency of democratic will-formation, we see that theories and practices of government develop hand-in-hand. The political theory stream at CEU requires students to have knowledge of basic political theory texts, but emphasizes theory as a tool of political analysis with contemporary relevance. Not only do we stress contemporary political theoretic debates, as between the Habermasian and rational choice models of deliberative democracy, but we also directly trace the interlinkages between theories and strategies of governance. Students who take this stream will be well-positioned to pursue Ph.D. level studies, and to take up professions relating to critical analysis of all forms of political argumentation found in media, campaigns, public office, and non-governmental organizations.
List of courses belonging to the given specializations are available at https://politicalscience.ceu.edu/certificates.

III. Departmental Policies

1. Exam Rules

1. Closed Book Exams
- All students must leave all personal items (bags, books, phones) at the back of the room; students may bring only writing equipment to the desk (other items necessary for the exam may be permitted at the course depending on teacher's discretion, for example language dictionaries). Notepaper should be provided at your desk, if you need further paper you should ask one of the proctors.
- If there are more than 25 students in class there will be two exam proctors.
- Students must sit in randomly assigned seats, where the size of the room permits it, one seating place apart.
- There will be two versions of every exam. No student will be sitting next to someone who is doing the same version as he/she is.
- Absolutely no communication is allowed between or among students. If there is an urgent reason to communicate something to one of your fellow students it should be done through one of the proctors of the exam.
- Any student caught communicating with, or attempting to communicate with, another student will be immediately required to leave the exam room. The consequence for the student's grade is at the discretion of the teacher (possible consequences range from being allowed to re-take the exam with a predetermined reduced grade, failing the exam, failing the course).

2. Open Book Exams
- All personal items should be left at the back of the room; students may only bring writing equipment and books specified by the teacher to your desk. Notepaper will be provided at your desk, if you need further paper you should ask one of the proctors.
- Students must sit in randomly assigned seats, one seating place apart.
- There will be two versions of every exam. No student will be sitting next to someone who is doing the same version as he/she is.
- Absolutely no communication is allowed between or among students. If there is an urgent reason to communicate something to one of your fellow students it should be done through one of the proctors of the exam.
- Any student caught communicating with, or attempting to communicate with another student will be immediately removed from the exam room. The consequence of this for the student's grade is at the discretion of the teacher (possible consequences range from being allowed to re-take the exam with a predetermined reduced grade, automatically failing the exam, failing the course).

For further description about forms of examinations see the CEU *Student Rights, Rules and Academic Regulations*, Section 4.1.2.

2. Policy on Grading, Late Paper Submission and Required Length of Papers

1. Grading

The Department uses a system of letter grades and grade points for evaluating students' work, including the thesis, according to the grading scheme of the university, which is as follows:

CEU Grading System		
Grade	**Name**	**Point**
A	Outstanding	4.00
A-	Excellent	3.67
B+	Good	3.33
B	Fair	3.00
B-	Satisfactory	2.67
C+	Minimum Pass	2.33
F	Fail	0.00

The various grades can be translated to a 100-point scale of grades points as follows:
A: 94.00-100.00
A-: 87.00-93.99
B+: 80.00-86.99
B: 73.00-79.99
B-: 66.00-72.99
C+: 59.00-65.99
F: 0-58.99

Faculty should not deviate from the standard CEU grading system.

Based on the grading scale, the following rate of students normally achieves the specific grades:
A: 10% - Outstanding performance with minor errors
A-/B+: 25% - Above the average standard but with some errors
B+/B: 30% - Generally sound work with a number of notable errors
B/B-: 25% - Fair but with significant shortcomings
C+: 10% - Performance meets the minimum criteria
F: Considerable further work is required

Deadlines and requirements for the different assignments of the course are clearly stated in the syllabus or announced in the beginning of the course. The syllabus also explains the grade breakdown of the final grade, indicating how the grades for papers, class-participation and in-class presentations are assigned.

For further details of CEU's credit and grading system see *Student Rights, Rules and Academic Regulations*, Section 4.1.4 and Annex 3, as well as the Student Records Office's Manual.

2. Disputed Grading

With the aim of dealing with disputes over grading which are
- serious enough to require action at departmental level but
- not as serious as to raise a suspicion moral misconduct on behalf of the professor,

the Political Science Department faculty adopted the following Policy.

1. **Unfair grading.** Students of the Department have the right to file a formal complaint to the Head of the Department regarding a grade which they deem unfair or mistaken. Disputed grading means, for the aims of this document, a serious departure from the grade which the student could reasonably expect on the basis of his/her performance. Reasonableness of the expectation is a norm relying on either the established scores attached to right answers or on grading of comparable performance of other students or some other standard of similar nature.

2. **Tabling the complaint.** The complaint is to be submitted within two weeks after the grade has been announced (if the announcement is made during a holiday break, the date is the first day when the student is supposed to be back on campus). Before tabling the complaint, the student is supposed to talk to the professor who has given the grade. In order to be considered, the complaint must be specific. Thus, the student who files the complaint is expected to indicate the particular test(s), essay(s), oral exam(s) which he/she believes have been graded unfairly by the professor, and to indicate the grounds for his belief.

3. **Setting up a Complaint Committee.** If the Head of the Department judges, on the basis of the available evidence, that there is a chance for the departure of the grading from the norm to be serious, he convenes an ad hoc Complaint Committee of three. Members of the Committee are preferably such professors of the Department who did not teach the student but are broadly familiar with the topic of the course.

4. **Procedures of the Committee.** The Committee examines written performance (tests, essays, etc.). Only seminar participation is presumed to be beyond the reach of ex post reconstruction (e.g., an oral examination is not a way to test the *past performance* of the student in the seminar). Within this general rule, the Committee works out its own procedures. The report on its decision, including the reasons supporting it, will be communicated 1. to the student, 2. to the professor, and 3. to the Head of the Department. Contingent upon the student's agreement, the report is made available to the student body as well.

If the Committee decides that the grade should be revised, the professor informs the Registrar's Office.

Appendix
When the dispute is about a grade given by the Head of the Department, his role in the complaint procedure is taken over by the Director of the Doctoral program.

3. Submission and Length of Assignments
Students must comply with the given deadlines for submitting course assignments. In case of late submissions, one grade point from the final grade of the assignment should be deducted every 24 hours, if not specified otherwise by the course instructor. Please note that late submission of thesis drafts and the MA thesis are penalized according to the departmental Policy on MA Thesis Writing, Submission and Assessment.

Course syllabi must indicate the length of various written assignments. Unless otherwise specified in the course syllabus, only a +/- 5% deviation is acceptable in terms of number of words in the cases of long assignments (i.e. above 1,000 words), while no deviation can be tolerated in short papers (i.e. below 1,000 words).

3. Policy on Attendance

1. Attendance Policy and Failure to Comply with Attendance Policy

Lectures and seminars are mandatory for students registered for the course. Lecturers can set their own requirements regarding attendance, but must announce this in the course syllabus. In general, lecturers can assign a Fail (F) grade for any student with two or more unjustified absences from class.

Upon a written request from the student, the lecturer may exceptionally grant temporary exemption from attending a specific lecture or seminar in accordance with the previously announced attendance policy.

Failure to comply with the course attendance policy may imply consequences for the student's final grade as announced in the course syllabus.

Students have the right to file a formal complaint against sanctions for non-attendance to the Head of Department. Consequences of unsatisfactory attendance are included in the CEU *Student Rights, Rules and Academic Regulations*, Section 6.2.

4. Policy on Academic Dishonesty

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the CEU Group. Acts of academic dishonesty include, but are not limited to, accomplishing or attempting any of the acts described below:

1. Using Unauthorized Materials and Unauthorized Collaboration during Examination
If a student ...

> (a) Using any materials (e.g. textbooks, cheat-sheets, SMSs) that are not authorized by the instructor for use during an examination;
> (b) Copying from another student's paper during an examination;
> (c) Collaborating during an examination with any other person by giving or receiving information without the specific permission of the instructor;
> (d) Stealing, buying or otherwise obtaining restricted information about an examination to be administered;
> (e) Collaborating on laboratory work, take-home examinations, homework or other assigned work when instructed to work independently;
> (f) Substituting for another person or permitting any other person to substitute for oneself in taking an examination.
> (g) Submitting of identical or in part identical assignments by two or more students;
> (h) Submitting work that has been previously offered for credit in another course, except with prior written permission of the instructors of both courses.
> (i) Submission of a thesis or dissertation that has been previously submitted at another university/program, in English or in another language.

s/he may be graded Fail (F) for the examination (thesis) in which the infraction occurred, without the right to request a retake examination.

Additional information about acts of academic misconduct is provided in the CEU *Student Rights, Rules and Academic Regulations*, Section 6.4 and *Annex 4 of the Code of Ethics.*

2. Plagiarism
Plagiarism occurs either when the words of another person are reproduced without acknowledgment, or when the ideas or arguments of another person are paraphrased in such a way as to lead the reader to believe that they originated with the writer (*CEU Code of Ethics*). Table 1. categorizes some examples of offending strategies that may occur in student writing. This list is neither exhaustive nor definitive. Each case must be considered on its own merits and within its own context, and the department is at liberty to act as it sees fit.

Table 1: Offending Strategies in Writing

Severity of Offense	Example
Poor Scholarship	• Summarizing an author's ideas at length but only mentioning the author or the source at the end of the paragraph. • Mentioning an author with appropriate citation in an early sentence but no attribution in subsequent sentences, so that it is unclear whether the author's ideas are continuing or the writer's own comments are being offered. • Including a correctly referenced short fragment from another text but without quotation marks.

	• Using an author's work with incomplete reference (e.g. page number is missing, or the work appears only in a footnote/parenthesis and is missing from the reference list).
Mild Plagiarism	• Paraphrase of a substantial section or several smaller sections of another text or texts without any reference in the body text, but the work is included in the bibliography/reference list. • Copying verbatim two or three not necessarily consecutive phrases, or one or two not necessarily consecutive sentences, from the work of others without attribution. • Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student's text.
Serious Plagiarism	• Submitting as one's own work a text largely or wholly written by another person or persons. • Copying or paraphrasing substantial sections from one or more works of other authors into one's own text, without attribution, that is, omitting any reference to the work(s) either in the body of the text, in footnotes, or in the bibliography/reference list

For a comprehensive definition of the act of plagiarism see the CEU *Guidelines on Handling Cases of Plagiarism* as well as *the Annex 4 of the Code of Ethics*.

The offenses falling into the category of 'Poor Scholarship' may often be attributable to poor ability, unclear thinking or carelessness. If so, they should not be considered academic dishonesty as such but should be penalized in the same way as other poor quality work, namely by a decrease in the final grade commensurate with the negative impact they have on the assignment as a whole. If a student commits 'Mild Plagiarism', s/he will typically be given Fail (F) as his/her final grade for the course/thesis/assignment, without the right to request a retake examination.

The offences of 'Serious Plagiarism' or repeated acts of plagiarism will be penalized in the most severe way. The student will be given Fail (F) as his/her final grade for the course(s)/thesis, without the right to request a retake examination. A written reprimand will be entered on the academic transcript of the student and the department will initiate formal procedures towards expelling the student from the University.

3. Procedure

The professor teaching the course should evaluate the severity of the offense in the first place.

> 3.1 In case of 'Poor Scholarship' offenses the professor could require the student to retake the given assignment and the final grade for the assignment can be no more than a Retake Pass (RP). The student has the right to file a formal complaint to the Head of Department against such decision, who will set up an Academic Honesty Committee to investigate the case (see below).

> 3.2 If the professor considers that a plagiarism offense may have taken place, then s/he should temporarily assign an incomplete grade for the assignment and refer the case to the head of the department, with no grade communicated to the student at this point.

> 3.3 If the Head of Department also suspects that an act of plagiarism was committed, he/she convenes an ad hoc Academic Honesty Committee of three CEU lecturers.

> 3.4 The Committee has to examine all evidence that it can access about plagiarism in the given case. If the Committee concludes that 'Mild Plagiarism' had been committed, it

assigns the student a grade of Fail (F) as his/her final grade for the course in question with no option to retake. If the Committee concludes that 'Serious Plagiarism' had been committed, it assigns the student a grade of Fail (F) as his/her final grade for the course in question with no option to retake the same course and a written reprimand is entered on the academic transcript of the student.

3.5 If the ad hoc Committee concludes that plagiarism had been committed by a student in one assignment, all instructors are notified and asked to turn in all the given student's papers to the program coordinator, who will assure that they are checked for plagiarism. Any further evidence of possible plagiarism by the student will be submitted to the Academic Honesty Committee. Should the Committee find that a student plagiarized in one or more other courses as well, the student will be assigned a Fail (F) grade for that/those course(s) too, and Head of Department will initiate formal procedures towards expelling the student from the University.

3.6 All MA theses are automatically submitted to checks with the anti-plagiarism software. The Head of the Department or the program director will evaluate the severity of any evidence of plagiarism offence within a MA thesis. For the policy on utilization of anti-plagiarism software see the CEU *Student Rights, Rules and Academic Regulations, Art. 4.1.3*.

5. Concluding Provision. This Act of the CEU Political Science Department is prepared and passed in full observance of *The Code of Ethics of the Central European University*. Students have the right to dispute a departmental decision by asking the Disciplinary Committee to review their case.

5. Policy on Students with Inadequate Previous Degrees

1. All CEU students are expected to hold an undergraduate degree that is comparable to a Bachelor's degree in the Anglo-American system. If they do not, and their admission was neither the fault of the Department, nor the result of fraudulent behavior on the student's behalf, the student can continue his/her studies at the CEU and obtain a degree after producing evidence of having obtained a "BA comparable" degree.

2. Students and applicants who are already enrolled in a Ph.D. level program at some other institution can only enroll into a CEU program after they produced written evidence of terminating their studies at the other program AND waiving their right to submit a dissertation at that institution.

Misrepresentation of previous academic achievements automatically results in losing student status at the CEU.

6. Policy on Student Status and Enrollment

All students of the MA Program in Political Science must fulfill the degree requirement of their program in order to receive their degree. All students should make satisfactory progress towards the degree, entailing:
- Registration for the duration of the program;
- Attendance and participation in courses as required by course syllabi;
- Maintaining regular contact with an academic supervisor, submission of progress reports, drafts, etc. by departmental deadlines.

Students must register a minimum of 4 credits (8 ECTS) for grade from among the courses offered by the Department of Political Science for each teaching semester (Fall and Winter semester) of their enrollment in order to be considered registered for the program. No minimum credit requirement is set for the research semester (Spring semester), though students are encouraged to register for offered courses.

Further requirements include:
- Residence in Budapest or the vicinity for the duration of studies
- Meeting all financial obligations towards CEU

Students who fail to meet satisfactory progress requirements may be subject to termination of their studies and discontinuation of financial aid.

7. Policy on MA Thesis Writing, Submission and Assessment

1. Supervisor choice

All students choose an MA thesis topic and two potential supervisors by the specified deadline of their program. Students must submit the relevant form electronically to the Department by the given deadline: MA students: end of January (exact date is specified in the departmental calendar); MA2/1 students: mid-March (exact date is specified in the departmental calendar).

Students are recommended to check out the personal faculty websites for information on their research activities and topics they might be interested in supervising and sign up for office hours to discuss their choice. The individual research and supervision interests of the faculty members are listed on the departmental website under "Research". All professors in the Political Science department are potential supervisors. In exceptional cases, but only after consulting with the head of department, a student's secondary supervisor can be chosen outside of the Political Science Department.

The department will do its best to allocate each student the supervisor of her/his choice. To assist in this process, students will be asked to indicate both a first and a second choice of supervisor when filling out the thesis questionnaire form. Should the first choice supervisor be unavailable, the second preference will be invited as supervisor. However, in the interest both of students and faculty, the department can limit the number of supervisees (the maximum is usually six) per faculty member. It might therefore be necessary to rearrange the allocation of supervised students per faculty. None of these supervision decisions will be done without prior consultation of the students concerned.

Students are expected to work closely with their approved supervisor during their academic career at CEU. For reasons of fairness (and workload), each MA student will have only one supervisor and while students are welcome to seek out a second opinion about their research, this will depend on the availability of faculty members. However, no student can expect that a faculty person who is not his/her supervisor will read all his/her drafts.

When the Department sends out the list of MA supervisors to the students, it becomes the students' responsibility to coordinate their work with their assigned supervisor.

2. Thesis writing

While MA student primarily concentrate on courses until the end of March, they are required to start working on the thesis already during the Winter semester. Students are advised not to take more than four courses during their Winter Term in order to be able to concentrate on writing their thesis. MA2/1 students should start working on their thesis as soon as possible, latest by the Spring semester of their first year.

All deadlines for thesis and thesis draft submissions are marked in the departmental calendar, available to all students. It is very important that students meet all deadlines in the thesis writing process in order to make progress towards satisfying degree requirements. Failure to meet the deadlines for submission of thesis proposals and drafts specified by the departmental policy might result in failure to advance to the defense phase of the thesis and/or will affect the final grade of the MA thesis.

Before submitting any drafts, students are required to consult with a member of the Center for

Academic Writing on their work to eliminate fundamental structural and stylistic problems. The Academic Writing instructors need to be contacted in a timely manner, as they will not be able to support all students in the last minute.

3. Stages of submission
Students are advised to start working on their MA thesis as soon as possible and continue developing their draft throughout their stay at CEU. Students must meet all stages of thesis writing and submission.

3.1 Thesis Topics
After the departmental announcement of supervisors, students should prepare a 300- or a 500--word thesis topic and justification to be submitted within two weeks of the announcement. Students should discuss their choice with their supervisor and thesis topics must be accepted by the designated supervisor before submission.

3.2 Thesis Proposals
As next step, all students should prepare a thesis proposal to be presented in a series of thesis writing workshops. This proposal should to the extent possible identify and situate the topic and the research question within the broader field, with reference to appropriate theory; show a plan of the investigation that the thesis will employ to answer the research question; indicate and justify the methodology as appropriate; and preferably indicate, if this is possible in advance, the overall argument of the thesis.

MA: students must hand in a formal research proposal of approx. 1,000-1,500 words for their MA thesis (see the departmental calendar for the exact date). The proposals should incorporate feedback and comments from their supervisor.

MA2/1: students must submit a supervisor approved detailed thesis proposal of approx. 2,500 words that includes the milestones/deliverables that have to be prepared by particular deadlines by the beginning of May (see the departmental calendar for the exact date).

3.3 Thesis Writing Workshops
The Thesis Writing Workshop takes place in March (see the departmental calendar for the exact date) and is mandatory for all Political Science MA students.

MA students have to present their thesis proposals at the thesis writing workshops.

MA2/1 students have to participate in the March workshops without presenting in they have to deliver a presentation about their introductory/theory chapter at the Thesis Writing Workshop for MA2/1 students taking place in June.

MA2/2 students have to present the most original part of the thesis (the selling point) at a thesis writing workshop.

For the purposes of the Thesis Writing Workshops, students are distributed into different panels based on their thesis topic. Teaching Assistants chair the panel and faculty will be present to provide feedback. Students must attend and participate actively in all meetings of their assigned group in order to obtain the pass grade. MA and MA2/2 students have to give a 10-minute presentation about their proposal/draft, and each student should act as discussant of one of their colleagues in the panel. The discussant is scheduled for approx. 5 minutes, and open-floor discussion is planned for approx. 5 minutes. Students are asked to submit questions and suggestions on the research proposals presented in the group, and send these 24 hours prior to all participants: the presenter, the panelists, the faculty, as well as the TA chair.

The June Thesis Writing Workshops will be organized in a similar way.

Regarding the presentation, it is advised to be brief and clear-cut. The thesis outline would be a good starting point. PPT presentation is recommended only in the case of an indispensable table/graph, otherwise students are encouraged to have only a brief talk about their thesis.
The following elements should be included:

- the overall puzzle/research question;
- the sub-questions guiding the empirical analysis;
- brief theoretical framework situating the research in a certain field/sub-field/theoretical perspective;
- case studies and units of analysis (where to find the data?);
- methods in details (why the specific methods fit best?);
- hypotheses/expected results (what to expect to be found in the field? Remember a hypothesis is an anticipated answer, an intended line of argument to the proposed questions.);
- question marks and doubts that the audience is to address/help to solve (this is an exercise of collective thinking. Share doubts and problems!).

Supervisors and students have to meet and discuss the research proposal and the feedback received after the workshops concluded.

3.4 First draft of theory/introductory chapter
MA and MA2/1 students are required to submit an at least 5,000-word long first draft of a theory/introductory chapter by the dates specified in the departmental calendar. This chapter should situate the work in the larger theoretical field and concentrate on the main theoretical aspects that will be used for the overall argument of the thesis. Handing in brief introductory statements or literature reviews beforehand is welcome, but cannot be accepted as a substitute for satisfying the above requirement.

MA: Deadline for submission of the first draft is mid-April (see the departmental calendar for the exact dates).

MA2/1: Deadline for submission of the first draft is late May/early June (see the departmental calendar for the exact dates). Students will have to present the revised version of their first draft of a theory/introductory chapter in a series of Thesis Writing Workshops for first year students organized in June (see the departmental calendar for the exact dates).

3.5 8,000-word draft of thesis
Students in the two-year MA program must register for Thesis Writing in the second year of their study. The Fall Thesis Writing class will help them with their second draft of the thesis. They must submit an approximately 8,000-word draft of their thesis in beginning of October, and participate in a seminar organized by departmental faculty member(s) to present and discuss these drafts.

The thesis draft should be the first write-up of the students' fieldwork or analysis and present preliminary findings and/or difficulties encountered during the fieldwork or the data analysis/theory testing. Students should reflect on how their preliminary results affect the overall argument of the thesis. Handing in rewritten introductory chapters/literature reviews cannot be accepted as a substitute for satisfying the above requirement.

3.6 2/3 draft of thesis
MA students must hand in a 10,000-word draft by mid-May and MA2/2 students must submit an

approximately 12,000-word thesis draft in the fourth teaching semester (see the departmental calendar for the exact dates). This draft should present about 2/3 of the thesis, it should contain the already revised theoretical/introductory chapter as well as the revised analytical chapter(s) submitted earlier together with new material written. Second-year students will present the most interesting part of their 12,000-word draft at their second Thesis Writing Workshop (for guidelines see Thesis Writing Workshop section).

Supervisors evaluate each draft either all right or problematic by the deadline given in the Departmental Calendar. Supervisors are to send a one paragraph length assessment of the thesis draft both to the student and the departmental address, justifying their evaluation based on departmental guidelines. If a draft is considered problematic, the supervisor should outline an action plan and a set of deadlines for the student to catch up with thesis writing. Deadlines for resubmission should be set within a maximum six weeks period of the initial submission, and the resubmitted draft needs to be re-evaluated by the supervisor.

In case a student has been evaluated twice as having problematic progress with the thesis, the department will issue an official warning to the student that s/he needs to improve her/his work to meet academic standards. Failure to meet these standards will result in automatic suspension of student status. Once on suspension, student failure to progress with the thesis draft will lead to automatic termination of student status.

3.7 Full draft of thesis
An approximately 13,500-word full draft of the thesis has to be handed in by all MA students. MA2/2 students are required to turn in an approximately 15,000-word draft. Students must meet the submission deadline of their respective program. This deadline is to make sure that students finish their thesis in time and to make sure that they still have time for some minor corrections (style, obvious mistakes, clarification etc.) before they submit the final version of the thesis. Failure to meet the deadline will automatically disable progress to the defense stage.

Students should not expect substantial feed-back on the final draft of the thesis. In some exceptional circumstances, some professors might still point to minor issues they would like you to change, but this really exceptional.

Supervisors can only decide whether students are ready for defense in June based on a full draft of the thesis. Decision is made by the supervisor via email to both the student and the departmental address. Students who are not allowed to pass to the June defense phase can appeal, in writing, to the Head of the Department for reverse judgment. An ad-hoc departmental committee will evaluate appeals. It is to be understood that only under the most exceptional circumstances can such an appeal be heard favorably. Failure to submit a full thesis draft according to departmental regulation by the deadline means an automatic late submission with a grade penalty in line with departmental guidelines.

Deadline for submitting the final draft thesis (see the departmental calendar for the exact date): MA students: beginning of June, MA2/2 students: beginning of/mid-May

3.8 Final MA thesis submission
MA students must submit their final thesis of approx. 15,000 words, while MA2/2 students are required to hand in approximately 18,000-word final theses by the deadline specified in the departmental calendar. Generally, footnotes, tables in the text are included in the word count, but bibliography, appendices (also tables in the appendix), the table of content and the abstract are not.

A +/- 10% word-count-rule applies subject to approval of the supervisor.

The MA thesis is considered submitted when the program coordinator receives the printed copies, the electronic files, and the thesis is uploaded. Students have to submit three identical hard copies of the thesis, two properly bound and one loose. Students must submit an electronic copy in Word for Windows or Rich Text format AND another copy in PDF format together with the paper copies. All MA theses must be also uploaded to the CEU Library's Electronic Thesis Database (ETD), according to the specified requirements. Students must make sure the format of their thesis is compliant with the Thesis Writing Guideline which is available on the departmental website.

Oral defense is scheduled to take place after thesis submission. Each thesis is assessed by at least two faculty members, and the thesis grade will be given based upon the written evaluations by the faculty and the oral defense. The thesis will be graded according to the grading scheme of the university. A minimum grade of C+ is required in order to receive the MA degree, subject to having completed all other requirements of the degree. The Master's thesis represents 8 credits in the one-year MA program and 20 ECTS in the two-year MA program, and it counts towards the GPA of the student accordingly.

4. Written Assessment of Final Thesis

Prior to the MA defense, the supervisor and the second reader both submit electronically an approximately 300-500-word (one-or two-page) long free-text report about the thesis to the department and fill separate MA Thesis Evaluation Forms. The defense cannot take place if these documents are not submitted in advance. The free-text MA Thesis Reports must include a discussion of the main strengths and weaknesses of the thesis, focusing especially on the formulation of the research question and how answers are derived in the thesis; and formulate at least two questions that should be raised during the oral defense. The thesis reports must explicitly and specifically comment on the mastery of the relevant theoretical material, the quality of analysis and arguments, and the structure and clarity of the presentation. The MA Thesis Reports will be shared with the students after the defense and therefore should not suggest a grade.

The following criteria may be viewed as a broad guideline on how theses are evaluated.

1) **Subject of research:** puzzle, research question, problem definition

Justification of choosing this subject | Problem definition| Social and scientific importance of the research question and approach |Defining the limitations of the research |Originality, clarity, and novelty of the approach |

2) **Theoretical frame and use of literature**

Relevance and justification of the theoretical approach | Definition of key concepts | Elaboration of the research hypothesis | Knowledge of the field and familiarity with the literature | Comprehensiveness and relevance of the bibliography

3) **Research design and analysis**

Suitability for the problem studied | Justification of sources and methods | Consistence, accuracy and depth of analysis, use of evidence | Suitability of data, case selection and research method for testing the hypothesis | Extensiveness and structure of material | Scholarly level and sophistication of the analysis

4) **Inferences, argumentation and discussion**

Clarity and consistence of argumentation | Linking of results to prior research | Synthesis of the argument and of the central thesis (claim) | Connecting conclusions to the problem studied | Critical evaluation of the research process and findings: strengths and weaknesses |Scientific value, practical importance and policy relevance of the results and opening up to further questions

5) **Structure and language**

Clarity and consistence of structure |Scholarly level of argumentation and presentation of the

findings | Linguistic clarity | Readability, grammar and spelling | Intellectual maturity and consistency | Accuracy and rigor in using references

The following criteria may be viewed as a broad guideline on how overall grades for theses are determined based on the above categories:

Excellent – A – the thesis shows originality and a high degree of conceptual sophistication in its critical examination of theoretical and empirical knowledge and promises to contribute to the existing literature in the field; it has a clear and well-developed structure and writing style; demonstrates sophisticated understanding of the relevant theories; and, in the case of empirical research, uses appropriate means of generating and analyzing data.

Outstanding/Good – A-/B+ – the thesis demonstrates good analytic ability and a mastery of the subject matter and relevant theoretical material; in the case of empirical research, applies standard data analysis techniques in a correct manner; and presents its findings and arguments in a clear structure and style;

Satisfactory/Acceptable – B/B- – the thesis shows adequate rather than excellent level of mastery of the subject matter and relevant theoretical material; the structure of presentation contains some weaknesses; and, in the case of empirical research, the data analysis remains underdeveloped or partially flawed;

Acceptable/Needs more work – C+ – the thesis presents ideas unclearly, suffers from several weaknesses and misunderstandings regarding the relevant literature, leaves the argumentation insufficiently developed; and presents empirical analyses with severe flaws and/or at a trivial level;

Unsatisfactory – F – the thesis lacks a satisfactory knowledge of the subject matter and the academic literature. It does not demonstrate any analytic ability and/or suffers from major errors in applying research methods or theoretical knowledge.

In case of plagiarism offences, the thesis is graded as fail (F), without the possibility of resubmission, and no degree is awarded.

5. MA thesis defense

The defense (exact date is specified in the departmental calendar) is open to the public and the procedure is the following:

> 1) The supervisor welcomes the candidate (and the public). S/he opens the defense and asks the candidate to summarize his/her thesis (max 10 minutes).
> 2) The Defense Committee (i.e. the supervisor and the second reader) makes comments and asks questions, and the candidate responds to the questions and comments (max 10-15 minutes).
> 3) As part of the final exam, candidate also answers the question drawn ten minutes prior to the defense.
> 4) The candidate and the public leave the room, while the Committee discusses the defense and decides that the thesis has been successfully defended and announces a grade upon departmental confirmation. The candidate gets back to the room and is informed if s/he has successfully defended the thesis.

The defense committee may decide that the thesis has been successfully defended and the grade will be announced through Infosys only after the departmental grading meeting, which also tries to ensure the comparability of grading across the department. In case of a fail grade, the student has the right to ask for a permission from the Head of Department to write a new thesis. The grade of resubmitted theses can be a Retake Pass (RP in the value of C+). In case of a failed thesis, the student receives a transcript of studies but no MA diploma.

6. Thesis supervisor evaluation

The Department would like to assess supervision, which should provide background information about the level of students' satisfaction with the Master thesis supervision. Thus, students are required to fill in a supervisor evaluation form and submit it online after the defense. The assessment is kept confidential until the student concerned defended successfully her/his thesis. Only the head of department and the supervisor concerned will get the personal file, never for a given year but rather for several years together to protect the anonymity of the students. Faculty will get a summary report on supervision at the department.

7. Late submission

Students who are not allowed to defend in June have two more years to submit and to defend their thesis. If they submit their MA thesis before October 1 of the same year, their grade will be lowered with one grade point. The grade of those who defend the thesis later, within the two-year period granted by university rules, will be lowered with two grade points (best grade is B+). All MA theses, including late submissions need to pass an oral thesis defense in front of a defense committee that will comprise an external (to the department) member. If a student cannot be in Budapest, the department will organize an online thesis defense.

8. Thesis Writing Guidelines

The thesis is the single most important element of the master's degree. It is a test of the student's ability both to undertake and complete a sustained piece of independent research and analysis, and to write up that research in a coherent form according to the rules and conventions of the academic community. As the official language of study at CEU is English, students are required to write the thesis in English to a standard that native speaker academics would find acceptable. A satisfactory thesis should not only be adequate in its methodology, in its analysis and in its argument, and adequately demonstrate its author's familiarity with the relevant literature; it should also be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. It should, moreover, have a logical and visible structure and development that should at all times assist the reader's understanding of the argument being presented and not obscure it. The layout and physical appearance of the thesis should also conform to university standards.

The purpose of this document is to outline the standard requirements and guidelines that a master's thesis should adhere to in the area of organization and writing skills in order to be accepted at CEU. These guidelines will not touch, or only tangentially, on questions of methodology and content, as these are likely to be subject specific, but will be limited to those issues that are generally true across disciplines. For information on discipline-specific requirements, deadlines for submission, and for documents required in preparation for the thesis, such as proposals, outlines, or annotated bibliographies, students should consult their departmental coordinator.

1. Thesis Language and Format

The thesis should be written in English. Quotations should normally be in English, with the original language included in a footnote where appropriate. Exceptions to this may be made when discipline specific guidelines permit (for example the use of Latin in Medieval Studies), or when issues such as the wording of the original language or the difference between different translations are under discussion. Other exceptions are short phrases in Latin or French typically used in English, such as '*raison d'être*' or '*inter alia*' which should be written in italics. For specific guidance in this area, students should consult their supervisor or another member of their department. Book titles, magazine titles, and newspaper titles may appear in their original language as long as English translations are given in parentheses or in a footnote. Cyrillic, Arabic and other non-Latin scripts should use their Latin equivalent. Where more than one transliteration style exists, a single style should be used consistently. Students should consult their academic writing instructor or advisor concerning proper transliteration procedures.

1.1 Ordering of parts
Parts of the thesis should be ordered as follows:
1. **Title page**   **Required**
2. **Abstract or executive summary**   **Required**
3. Acknowledgements or dedications   Optional
4. **Table of contents Required**
5. List of Figures, Tables or Illustrations   Where required
6. List of Abbreviations   Where required
7. **Body of the thesis**   **Required**
8. Appendices   Where required
9. Glossary   Where required
10. **Bibliography/Reference list**   **Required**

Students should consult their department as to whether any other discipline specific components should be included and if so where.

1.2 Layout and Appearance

- The thesis should be computer printed on white A4 paper, single-sided, in Times New Roman, 12pt; it should be between 50 and 80 pages[1]. Double-spacing should be used in the abstract and text of the thesis. Single spacing should be used in long tables, block quotations separated from the text, footnotes, and bibliographical entries. Paragraphs should be indented, or an empty line left between paragraphs, depending on departmental requirements.
- Margins should be one inch or 2.5 cm on all sides, and page size should be set to A4, not US letter. Pages should be numbered at the bottom in the centre, using Arabic numerals (1, 2, 3) starting with the first page of the thesis proper (i.e. the first page of the introduction). Pages prior to this should be numbered with lowercase Roman numerals (i, ii, iii.)
- Chapters should start on a new page, but sections and subsections should not.

See the sample thesis page at the end of this document for an example of page layout.

1.3 Structure of initial parts

1.3.1 Title page
The title page should provide the following information in the following order:
The full title of the thesis
The candidate's name
The department and name of the university
The statement: "In partial fulfillment of the requirements for the degree of Masters of Arts/Sciences"
The supervisors' names
The place of submission (Budapest, Hungary)
The year of submission
See the sample title page at the end of this document for an example of title page layout.

1.3.2 Declaration of Authorship/Copyright Notice
There is no specific wording for that at the department.

1.3.3 Abstract or Executive Summary
The abstract should be between 100 and 250 words. It should be written in the present tense and should normally include the following information: (1) a statement of the problem the research sets out to resolve; (2) the methodology used; (3) the major findings.

1.3.4 Acknowledgements
This is an optional page acknowledging people who provided the author with assistance in the thesis project, notably, but not only the thesis supervisor.

1.3.5 Table of Contents
The thesis must have a table of contents page listing chapter headings, section headings and sub-headings, Appendices and references as well as their corresponding page number. The 'Table of Contents' feature of Microsoft Word should normally be used to create a table of contents and this should be done after final editing so that pages referred to in the table of contents are correctly numbered.

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[1] Please note this sentence has been modified for the Political Science Department – other departments may have different length requirements.

1.3.6 List of Figures, Tables or Illustrations

If appropriate, a separate list of figures, tables, or illustrations should be included on a separate page immediately following the table of contents.

1.3.7 List of Abbreviations

If the thesis makes use of a large number of abbreviations that may be unfamiliar to a reader, providing a list of them can act as a useful guide.

1.4 Structure of final parts

1.4.1 Appendices

Appendices may be needed for formulae, maps, diagrams, interview protocols, or any similar data that are not contained in the body of the thesis. These should be provided after the conclusion in the logical order they are mentioned in the main body. A list of appendices should be drawn up, each being given a consecutive number or a letter, and placed in the table of contents. If there are several appendices each should receive a title. If the thesis includes non-paper appendices such as computer data, software, or audio-visual material, students should consult departmental guidelines as to how to append and refer to these.

1.4.2 Glossary

A list of special technical words or acronyms may be necessary. This is particularly true if the subject deals with a new area with a specialized vocabulary that the average reader in the discipline might not be familiar with, such as the Internet. This list should come after the appendices.

1.4.3 Bibliography/Reference List

A list of the sources used in the thesis must be supplied which complies with the same departmental style guidelines used in the body of the thesis – this list should include *only* those sources cited in the thesis.

2. Structure of the thesis

The thesis should be divided into logical chapters and include an introduction and a conclusion. Excluding the introduction and conclusion, the thesis will normally be expected to have not less than three and not more than six chapters, unless this has been agreed with the supervisor. The chapters should reflect the nature and stages of the research.

The introduction and conclusion may either be given titles and counted as the first and last chapter, or alternatively be entitled 'Introduction' and 'Conclusion' and the first chapter after the introduction numbered Chapter 1.

2.1 Organization of the thesis

2.1.1. Introduction

The thesis should begin with a general introduction presenting an overview of what the thesis is about and situating it in the existing research. The introduction should show why the topic selected is worth investigating and why it is of significance in the field. This will normally be done with reference to existing research, identifying areas that have not been explored, need to be explored further, or where new research findings justify a reconsideration of established knowledge. Having precisely defined the research problem, the introduction should propose a response to this problem, normally in the form of a solution. This response will be formulated as a thesis statement, in one or two sentences, and should make explicit the objective of the research, not simply state an

intention to explore or discuss. The thesis statement may (typically in the second sentence, if two sentences are used) include a brief indication of the author's position or overall findings, where permitted by the department. If the nature of the research and the department require, the chosen methodology may also be introduced after the thesis statement. The final section of the introduction should briefly outline the structure of the body of the thesis. Where appropriate, this can be linked to and follow logically from the description of the methodology.

2.1.2. Conclusion

The introduction and conclusion are closely related to each other, thus students should take care in drafting and revising to ensure that these parts reflect and do not contradict one another. The conclusion should provide answers or solutions – to the extent this is possible – to the questions or problems raised in the introduction. The argumentation of the thesis should be summarized briefly, and the writer's main argument or findings restated clearly, without going into unnecessary detail or including additional arguments not dealt with in the body. The conclusion will normally be expected to return to the wider context from which the thesis departed in the introduction and place the findings in this context. The writer should, if appropriate, elaborate on how the research findings and results will contribute to the field in general and what sort of broader implications these may have. There is no need to hide the limitations of the thesis to the extent that these are appropriate to a work of this type (e.g. constraints of space, depth of research, etc.). Suggestions may be made for further research where appropriate, but this is not a requirement.

2.1.3. Literature Review

Depending on the nature of the research, the existing literature may be reviewed in the introduction or part of a chapter, or a separate literature review chapter may be appropriate. The purpose of the literature review is to summarize, evaluate and where appropriate compare those main developments and current debates in the field which are specifically relevant to the research area, according to the guiding principle embodied in the thesis statement. In effect, the literature review shows that the writer is familiar with the field and simultaneously lays the ground for subsequent analysis or presentation and discussion of empirical data, as appropriate. Well-selected sources should convince the audience that research gaps have been identified correctly and that the writer has posed the right research questions, which will then be further addressed in subsequent chapters. Rather than simply summarizing other authors' work, the chapter should make clear the writer's position in relation to the issues raised. The literature review should have a logical structure (whether by chronological, thematic or other criteria) and this should be made explicit to the reader. Like any other chapter, the literature review chapter should have its own introduction and conclusion.

2.2 Appropriate use of headings and subheadings

Headings should be distinguished from the surrounding text by a larger point size, a different font, bolding, italics, or a combination of these. All headings of the same level should use the same style, and headings at lower levels should be less prominent than those at higher levels.
Example (not department specific):

Chapter 2 – Title (Arial Bold Small caps 14 point)
2.1 Heading for section (Arial Bold Italic 12 point)
2.1.1 Heading for sub-section (Times Bold 12 point)
2.1.1.1 Heading for part of sub-section (Arial Bold 10 point)

All headings should be left-aligned, except chapter headings, which may be centred. A heading at the bottom of the page must have at least two full lines of text below it. Otherwise, the heading

should begin on the next page. Captions related to visual material (graphs, tables, maps) should appear on the same page as the material itself. Chapter and section headings should be consistently numbered according to the numbering system recommended by the department. It should not normally be necessary to go beyond three levels of sections.

Examples:
Chapter I, section A, subsection 1, sub-subsection a)
or
Chapter 1, section 1.1, subsection 1.1.1, sub-subsection 1.1.1.1
All tables and figures should also be numbered, either sequentially within each section e.g. 1.1, 1.2 and then restarted sequentially in the next section e.g. 2.1, 2.2. Alternatively, they can be sequentially numbered from Table 1, Table 2, etc., throughout the whole work.

Headings should clearly reflect what the chapter or section is about, and should be expressed in the form of a concise noun phase (normally less than one line), not a sentence. Information which is present in a higher level heading need not be repeated in a subordinate heading. Where possible, headings at the same level of hierarchy should have similar structure (e.g. *3.1 Common Law, 3.2 Continental Law*, and not *3.1 Common Law, 3.2 The Supreme Court*).

3. Text Development and Coherence

The thesis should be written for a reader who is a specialist in the discipline but not necessarily a specialist on the specific topic or question, even if the immediate supervisor is a specialist in exactly this narrow topic. The writer should take care to ensure that sentences and paragraphs flow logically from each other and do not demand knowledge the reader might not be expected to share in order to make these relationships clear. Where there is doubt as to the connection between two ideas, the onus is on the student to make this explicit not on the reader to try to deduce the connection.

3.1 Paragraph Development
A paragraph is a text unit of several sentences dealing with a single issue, topic or aspect. It should not therefore (except in special circumstances), be a single sentence, nor should it deal with a range of topics. The paragraph should develop one idea, through illustration or analysis, to a conclusion. It should normally start with a topic sentence indicating what it is about, develop this topic through further sentences until the topic is concluded and a new topic or a different aspect is ready to be broached. In linking sentences logically and coherently to one another, the writer should ensure that transition devices (e.g. *however, similarly, in consequence*, etc) are used appropriately wherever there is a danger that the connection between two sentences may be unclear. Reference back to previous sentences (e.g. *this, these, such, this question, these issues, this situation*) should also be used wherever it can help make the flow of logic clearer. When an already mentioned theme and new information about it are dealt with in one sentence, the theme should normally come first and the new information second, so as to facilitate the reader's understanding.

For more detailed guidelines on paragraph development, students should refer to the CAW course materials or the relevant CAW webpage, or consult an CAW instructor.

3.2 Transition between paragraphs
Although a well-structured paragraph is a unit in itself, paragraphs should also logically develop and flow from each other using devices similar to those that link sentences within the paragraph. Where the reason for a shift of topic or approach might be unclear to the reader, this should be explained. Sections, like paragraphs, should have both coherence and cohesion, and should make use of appropriate linguistic devices to lead the reader logically and clearly through the stages of the writer's analysis or exposition.

4. Language and Style

The thesis should be written in an appropriate formal academic style. While it is not possible to prescribe the use or avoidance of the first person or the passive, or the length of sentences, students should make efforts to use the resources available to them, such as style manuals recommended by their department, the CAW course materials or the relevant CAW webpage to assess whether their written style is appropriate to their discipline. Excessive or superfluous use of jargon or technical terms should be avoided and any term or acronym that would not be understood by a non-specialist reader *within the discipline* should be explained and/or included in a glossary. The thesis should wherever possible use gender neutral language, avoiding the use of male-specific words such as 'man' or 'chairman' where these could be considered inappropriately exclusive or discriminatory.

Students should make every effort to ensure that the thesis is free from grammatical, lexical and punctuation errors. Not only should a computer spellchecker be used, but the student should also proof-read the thesis to check that errors do not remain that are not detected by the spellchecker. The thesis should consistently use **either** American **or** British spelling but should not alternate between the two. Students should also be aware that the punctuation rules of English are almost certainly different from those of their own language and should familiarize themselves with and apply the rules of English.

When using numbers in the text, numbers up to one hundred should normally be written in words, and if the first word of a sentence is a number it should be written in words. Numbers above one hundred are usually written as numerals (101, 102). For precise guidance, students should consult the style manual recommended by their department.

It is the student's duty to use the available resources during the year so as to master the skills necessary to write a thesis that is as far as possible error free, and so as to be able to proof-read that thesis and correct their own errors. Details of the precise use of punctuation can be found in "A Manual for Writers of Term Papers, Theses, and Dissertations" by Kate Turabian and also on the CAW website. The CAW website also includes resources for the learning and correction of grammar points. Further grammar resources are available in the CEU Multimedia Library.

5. Use of sources and citation style

All source materials, primary or secondary, published or unpublished that are the intellectual property of authors or institutions other than the writer of the thesis must be credited and correctly cited in full, including illustrations, charts, tables, etc. *Failure to do so constitutes plagiarism and will result automatically in a failing grade.* Students' attention is draw to the following extract from CEU's policy document, "Academic Dishonesty and Plagiarism"

Plagiarizing, that is, the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference or footnote [is a violation of the academic integrity code]. Plagiarism occurs both when the words of another are reproduced without acknowledgement, 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. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.[2]

5.1 Use of Citation Styles
All citations should include a reference in the body of the text to the author as well as an entry in

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[2] "Academic Dishonesty and Plagiarism," as printed in *Administrative Policy Papers*, (Central European University, 1996) no.25.

the bibliography/reference list. The thesis should consistently use a single citation style as specified by the department, following the Turabian manual distributed to students at the start of the academic year (unless otherwise agreed with the supervisor. For further information on the use of sources, students should refer to the CAW course materials and/or the following CAW webpages:

5.2 Quotation, paraphrase and summary
Source material should be quoted where the precise wording is specifically relevant or significant, and the quotation always clearly marked as required by the citation style, including page numbers. Sources may be paraphrased or summarized where exact wording is not essential, but care should be taken not to change the original meaning through paraphrase, and all paraphrased and summarized sources must be fully cited, including page numbers. Where a quotation has been changed (for example, capitalization, punctuation, emphasis changed or a pronoun replaced by a noun), the changes should be clearly indicated according to the citation style used.
Although interaction with existing research in the field is a requirement for all academic writing, no part of the thesis should normally consist purely of summarizing the work of others, unless approved by the supervisor. Summarized or quoted source material should not be left to stand on its own, but should be introduced, explained, analyzed and the purpose of its use made clear. Where different sources are compared or contrasted, it should be made explicit to the reader both that this is being done and why.
Care should be taken to ensure that the reader is in no doubt as to where a cited author's ideas end and the comments of the author of the thesis begin. Where there is doubt, the cited author's name (or s/he) can be used in the sentence with an appropriate verb reporting what that person has said so as to distinguish it from the ideas of the author of the thesis.

5.3 Data Commentary
Where data is provided in the form of charts, figures or tables, it should be effectively commented. This includes not only a clear reference in the text to the table or figure in which the reader can find the data (e.g. 'as table 1 shows'), and a summary of what the data shows. Trends or irregularities should also be highlighted and the more important findings separated from those that are less important. The commentary should not simply repeat in sentences all the information presented in the diagram but should also discuss implications, problems and/or exceptions in relation to the data in question. As with any other material taken from the work of other researchers, the source of the table, graph, illustration, figure or related materials must be stated at the bottom or in a footnote as specified in the departmental style guidelines.

Concluding comments

It is the duty of the student to ensure that the thesis meets the standards described above, and the duty of the supervisor and department to ensure that the student takes the necessary steps to meet these requirements. Where a thesis fails to meet the requirements in one or more areas, it may be returned for revision and resubmission, or in the case of plagiarism, a failing grade awarded. Students are encouraged to familiarize themselves with the above guidelines and to seek help from the support facilities provided by the university (CAW, Multimedia Library, assistance from relevant faculty, etc.) whenever necessary and in good time.

Sample Title Page

SOCIO-POLITICAL AND ECONOMIC ISSUES IN POST-COMMUNIST RUTHENIA

By

Anna Other

Submitted to

Central European University

Department of …..

In partial fulfillment of the requirements for the degree of Master of …

Supervisor: Professor Mary Lamb

Budapest, Hungary

(2011)

Sample page of thesis

CHAPTER 1: CAUSES OF NUCLEAR PROLIFERATION

A number of seemingly convincing explanations has been offered to account for the reasons *why* countries decide to develop nuclear weapons. However, nobody challenges the argument that perception of external threats plays a fundamental role in driving the countries to develop their nuclear weapons programs. This chapter assesses these different explanations and argues in favor of the traditional, security threat-based explanation as the most pertinent to the Indian-Pakistani conflict.

1.1 Alternative Theoretical Explanations for Nuclear Proliferation

Acquisition of the nuclear weapons provides states with a powerful means of leverage in international conflicts. Different theories in the realm of International Relations suggest alternative explanations for the causes of nuclear proliferation. While all of them contribute to our understanding of *why* nations want nuclear weapons, the explanation provided by the realist/neo-realist school still dominates all the others. It argues that the external threats perceived from the real or potential adversaries, especially nuclear ones, force the states to acquire nuclear weapons to be able to protect themselves by threatening to retaliate in kind, which in turn, causes a security dilemma. This explanation appears to be the most relevant and applicable to the Indian-Pakistani case[3] for the reasons that will be further elaborated here.

1.1.1 The Security Threat-Based Explanation

While the debate in IR theory over the causes of states' decisions to acquire nuclear weapons and engage in an arms race is divided, many policymakers and most international relations scholars agree on the traditional and perhaps the most powerful and convincing expl-

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[3] For this suggestion, see Joshua Goldstein, *International Relations* (New York: Harper Collins, 1994), 68, 205

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Central European University

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IV. Important Dates

2018

September 3, Monday	Pre-session begins
September 3, Monday	10:00 MA Orientation
September 12, Wednesday	16:00 MA welcome reception
September 17, Monday	Fall Semester begins (till December 8, Friday)
September 29, Saturday	Departmental Field Trip (tentative date)
December 7, Friday	Fall Semester ends

2019

January 8, Monday	Winter Semester Begins (till March 29, Thursday)
March 29, Friday	Winter Semester ends
April 1, Monday	Spring Semester begins (till June 15, Friday)
June 24, Monday	Graduation Ceremony (Commencement)
July 31, Wednesday	End of the Academic Year

Thesis Submission Deadlines

September-October	Scope & Methods
January 20, Sun	Fill in Thesis questionnaire, deadline for choosing thesis topic and supervisor
February 1, Fri	Supervisor confirmed
February 6, Wed	Title/300-word abstract of thesis
February 18, Mon	Proposal of 1,000-1,500 words
February 25, Monday	Feedback from supervisor (1,500 word)
March 7-8, Thu-Fri	Thesis writing workshop - present proposal
April 11, Thu	First draft of introductory/theory chapter (of approx. 5,000 words)
April 23, Tue	Feedback from supervisor (5,000 word)
May 14, Tue	Revised/expanded fieldwork/analysis chapters (approx. 2/3 of thesis, 10,000-word)
May 21, Tue	Feedback from supervisor (10,000 word)
May 27, Mon	13,500-word full draft
May 31, Fri	Supervisors' decision on defense
June 6, Thu, 3 p.m.	15,000-word final thesis
June 11-13, Tue-Thu	Oral defense
June 24, Monday	Graduation