



JOINT PROGRAMME DESCRIPTION

THE PARTNER INSTITUTIONS:

Université Lumière Lyon 2 (coordinating institution)
Sofia University St. Kliment Ohridski
Universität Wien
Central European University (CEU)
Università degli Studi di Padova
Ruhr Universität Bochum

Important note:

This Programme Description contains exclusively the joint rules and regulations of MATILDA.

The regulation of matters not described here is left to the discretion of the individual partner universities and departments. For these matters please consult the local Program Responsible, program administrator, or relevant university regulations and offices in all cases.

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A. Basic and Contact Information

The partner institutions	<p>Université Lumière Lyon 2 (coordinating institution) Central European University (CEU), Budapest Universität Wien Sofia University St. Kliment Ohridski Università degli Studi di Padova Ruhr-Universität Bochum</p>
Program title:	2-year MA degree MATILDA. European Women's and Gender History
Degree	<p>The degree is from the university in the MATILDA Consortium where the student graduates: <u>Universität Wien</u>: Master of Arts (M.A.) <u>Sofia University "St.Kliment Ohridski"</u>: Master of Arts (Magister) <u>Université Lumière Lyon 2</u>: Master Sciences humaines et sociales. (Mention Histoire, Histoire de l'art et Archéologie. Spécialité Histoire moderne et contemporaine, parcours « MATILDA Histoire des femmes et du genre ». Finalité Recherche) <u>Central European University (CEU)</u>: 1.) MA degree in « European Women's and Gender History (MATILDA) (US-accredited degree for students who enroll at CEU as their home institution and graduate from CEU) 2.) "MA in Gender Studies, MATILDA: Women's and Gender History Specialization". Hungarian-accredited degree for students graduating from CEU. <u>Università degli Studi di Padova</u>: MA degree in Scienze storiche (MA Historical studies) <u>Ruhr Universität Bochum</u>: Master of Arts</p> <p>In addition, students receive a MATILDA Certificate (spelling out the co-operative dimension of the MATILDA Program and displaying the universities at which the student has studied).</p>
Length of study:	4 semesters / 2 years full-time (3 semesters for students graduating from Sofia University "St. Kliment Ohridski")
Course requirements:	120 ECTS (90 ECTS for students graduating from Sofia University "St. Kliment Ohridski")

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B. Application and Admission

I. General regulations

Students holding a BA (or a pre- or non-Bologna-type MA) in history and other disciplines in the Humanities or Social Sciences may apply for admission. If necessary, the compensatory electives in the first semester will be designed so as to ensure that students with an undergraduate degree other than history will be able to catch-up.

Prospective students apply to the partner institution where they wish to start their studies (start institution), and will be admitted to the programme by this institution.

Students are invited to select the institution/s to which they apply (start institution) and to which they intend to move (host university/ies) with reference to the specific educational and research profile of these institutions.

Students should indicate an alternative start institution as their second choice.

An applicant refused by one partner will not be accepted by another partner.

II. Language requirements

The basic goal of the MATILDA language requirements is to ensure that all MATILDA graduates – providing they are not competent in a second language upon admission – will acquire competence in at least one second language during the programme.

Students are therefore required to demonstrate knowledge of the language of instruction of the start university (if they are not native speakers of this language) prior to being admitted to the programme – and in accordance with the entrance regulations of this university.

1st language:

At the entrance level students who are not native speakers of the language of instruction at the start university have to demonstrate their knowledge of this language in accordance with the entrance regulations of the respective start university :

- Universität Wien:
German: Österreichisches Sprachdiplom Deutsch: B2 or C1

- Sofia University “St. Kliment Ohridski”:¹
Bulgarian: Bulgarian language certificate with a minimum of 240 training hours

AND
English: Knowledge of English strongly recommended (Cambridge Advanced English Test B; TOEFL [see the requirements for Budapest], or Equivalent)

- Université Lumière Lyon 2:
French: B2 DELF (Diplôme d'Etudes en Langue Française) C1 DALF (Diplôme approfondi de langue française)

- Central European University (CEU):²
English: TOEFL (Computer-based) 230
TOEFL (Paper version) 570
TOEFL (Internet version) 88
CEU Administered TOEFL (Paper version) 570
International English Language Test IELTS 6.5
Cambridge Proficiency Examination C
Cambridge Advanced English Test B

¹ Mandatory courses in semester 1 are taught in Bulgarian, and may be offered in English too. Electives are taught in Bulgarian, English, and in German.

² Dependent in all cases from the date of examination, too. For necessary additional information see: <https://www.ceu.edu/admissions/how-to-apply/checklist#step-5>.

- Università degli Studi di Padova:
Italian: CELI 3 (Certificato di conoscenza della lingua italiana),
corresponding to a B2 level
- Ruhr Universität Bochum:
German: B 2, TestDaf 4x4 or DSH (Deutsche Sprachprüfung für den
Hochschulzugang), level 2 (or higher)

2nd language:

MATILDA recognizes a student's sufficient knowledge of a second language if he/she fulfils *one* of the following three criteria:

- a) Is a native speaker of a language other than that of the language of instruction of the start university;
- b) Is competent in a second language other than the languages of instruction in use in the MATILDA consortium. Competence here refers to a B1 level (in reading and understanding) to be demonstrated by the end of year 1 at the latest;
- c) Is competent in a second language used in teaching at the MATILDA partner universities (Bulgarian, German, English, French or Italian). Competence here refers to a B1 level (in reading and understanding) to be demonstrated by the end of year 1 at the latest.

III. The application material

In addition to meeting the start university's general entry requirements (a.o. language proficiency), MATILDA applicants are required to submit the following documents:

- One motivation letter in English or in the language of instruction at the start university
- Two letters of academic reference (in closed envelopes or per email)
- A recent CV
- One copy of BA certificate (History, Humanities, Social Sciences).

IV. The motivation letter

Every MATILDA application must include a 500-word typewritten Motivation Letter. This letter is of great importance when it comes to evaluating applications and, for this reason, candidates wishing to apply to MATILDA are advised to follow closely the following criteria when preparing their Motivation Letter.

The Motivation Letter should demonstrate a strong interest in European women's/gender history. MATILDA welcomes applicants from a variety of backgrounds and therefore need to find out as much as we can about the applicants' particular background and previous experience of 'doing' European women's/gender history. If the applicant has a background in, or has taken courses in, any area of women's/gender history or gender studies, she/he should mention it in the Motivation Letter. MATILDA is also interested in

whether applicants are familiar with comparative or integrative perspectives which go beyond local, regional, and national histories – and/or why applicants find such perspectives interesting.

However, if applicants do not have any academic or professional background in women's/gender history and/or comparative approaches, then the program coordinators would like to find out why the applicant is interested in applying for this particular degree program and what academic motivations she/he has that make him/her a desirable candidate.

Applicants may already have a research proposal or area of interest in mind for a future MA thesis. They are encouraged to submit an outline of either their research interests and/or research project. Such a mini research proposal does not have to be longer than two paragraphs.

The motivation letter should display a good written style.

C. Course of Studies

I. MA Degree Requirements

Students are required to collect a total of 120 ECTS in course of their studies from studying at their start institution and (at least) one of the other partner universities (host university/ies). For students graduating from Sofia University "Sant Kliment Ohridski", semester 3 will be devoted to the Master thesis and only 90 ECTS will be required.

The programme is a mix of foundational modules and electives, and includes preparation and writing of the MA thesis as a third key element. Each of the six partner institutions offers courses in core subjects in Women's and Gender History (theory, methodology and practice), which are completed alongside with a few compensatory electives in the first semester. In semesters 2 and 3, specialist options (electives) are studied. (Electives in semesters 1 and 2 may, but don't have to include language courses.) Thesis preparation and writing is supported in a variety of ways. Semester 4 is devoted to writing the master thesis.

II. Student Mobility

Students will normally spend semesters 1 and 2 at their start university and the following one or two semesters at a partner university. The minimum time a student can stay at the start university is one semester, the maximum is three semesters. The student does not have to (but may) do his/her exams at the start university.

Student mobility in semester 2 and/or 3 and/or 4 is subject to capacity³. Each partner university may accept up to two mobile students per semester for up to 12 months from each of the partner institutions, i.e. 6 x 2 students.

³ Mobility to CEU is restricted to semester 3 and/or 4, individual exceptions possible.

Mobility may be funded by the ERASMUS + scheme according to regulations of the start university and the National Agency in this country. ⁴

In some cases, funding other than ERASMUS + can be applied for.

Before participating in the MATILDA mobility scheme students have to demonstrate competence in the instructional language of the host university, i.e. the partner university to which they intend to move. ⁵ It is the responsibility of the sending university to provide the MATILDA programme coordinator of the host university with documentation about the language proficiency for mobility.

III. Curriculum Overview ⁶

	Semester 1	Semester 2
Year 1	30 ECTS <ul style="list-style-type: none"> • 10: Foundations in Women's and Gender History • 10: Foundations in Historical Methods and Theories • 10: Compensatory Electives: Historiography/Feminist Theory/Language 	30 ECTS <ul style="list-style-type: none"> • Electives • Language (up to 10 ECTS)
Year 2	30 ECTS <ul style="list-style-type: none"> • 20: Thesis preparation/Electives • 10: Electives 	30 ECTS <ul style="list-style-type: none"> • Supervision/workshops • Thesis: following the MA Thesis Guidelines (see below) or according to the local university rules. • Submission: June or July, depending on the local academic calendar. • Assessment: 1 review by a thesis supervisor and 1 review by an external reader⁷

Note: Minimal deviations in ECTS numbers/semester are possible

⁴ More information on https://ec.europa.eu/programmes/erasmus-plus/contact/national-agencies_en

⁵ For a detailed description of language requirements see section B.II. above.

⁶ For course overviews and short description of the research and teaching profile of all partner institutions please see <https://matilda-european-master.univie.ac.at/course-overview>.

⁷ At the University of Vienna, the review of the external, i.e. second reader will be incorporated by the supervisor and first reader into her/his final evaluation; this document obtains a legal status.

D. Assessment and Grading

Course work grading is conducted in all partner institutions using their local grading systems or the ECTS grading system according to their choice.

Thesis evaluation and grading is conducted in all partner universities according to the joint European ECTS grading system.

Course work assessment must be completed before moving to another university.

Students who have not achieved the number of credits as described in the curriculum overview for the respective semester(s) are not eligible for the MATILDA mobility structure.

Plagiarism is considered a very serious offence and may lead to the exclusion from the programme.

For the *overall grade* (GPA = grade point average), all courses and the thesis, are considered according to their weight in ECTS credits. Local grades are translated into the European grading scale.

In order to issue diploma according to national and/or local university regulations, ECTS grades are translated into national and/or local university grading systems.

The degree awarding institutions will decide on an overall *distinction* according to the local regulations

See APPENDIX I for information on national, partner university, and joint EU grading systems.

E. Abiding by Rules and Regulations

By enrolling in their start and host universities students have agreed to abide by the Rules and Procedures outlined in this document, as well as the general rules and procedures of the partner institution in which they study.

F. MA Thesis 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.

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 purpose of these guidelines is to outline the standard requirements of the Master's thesis, touching only tangentially on questions of methodology and content (as these are likely to be subject specific) and limited to those issues that are true across the board.

I. General Overview

All theses must identify an adequate research topic in European women's/gender history which includes a manageable field of research and a number of researchable questions to investigate. The thesis should be based on primary material (i.e. evidence).

Theses should

- (i) show a good knowledge of the relevant literature;
- (ii) contribute to the study of the field through original research and/or by relating the subject studies to the broader academic literature;
- (iii) demonstrate analytic ability through the careful and critical use of relevant concepts and approaches.

II. Thesis Language

The thesis must be written in English, German, Italian or French. Quotations should normally be in the language of the thesis, 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. 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.

III. Thesis Format

Thesis sections should be placed in the following order:

1. Cover Page (required)
2. Abstract (max. 1 page)
3. Acknowledgements (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)

1. Cover Page

As a rule the cover page for a MATILDA thesis 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 fulfilment of the requirements for the degree of European Master in Women's and Gender History*"
- The supervisor's name
- The place of submission
- The year of submission

See [APPENDIX II](#) for a sample cover page.

Individual institutions may request alterations of the design of the cover page.

2. Abstract

The abstract of the thesis in English should be between 100 and 250 words and written in the present tense. It 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.

3. 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.

4. 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 (or other word-processing software where permitted by the department) 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.

5. 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.

6. 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.

7. Body 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.

8. 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.

9. 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 specialised vocabulary that the average reader in the discipline might not be familiar with, such as the Internet. This list should come after the appendices.

10. Bibliography/Reference List

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

IV. Organisation of the Thesis

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. The chosen methodology may also be introduced. The final section of the introduction should briefly outline the structure of the body of the thesis.

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 summarised 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.

3. Literature Review

Depending on the discipline and 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 summarise, 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 summarising 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.

4. Layout and appearance:

Length: The thesis should be between 70-110 pages, including footnotes (i.e. approximately 2.800 characters incl. blanks, or 420 words/page) and excluding bibliography, appendices etc.

Line Spacing: 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.

Font: The thesis should be computer printed on white A4 paper, single-sided, in Times New Roman, Garamond or Arial 12pt.

Margins: Margins should be one inch or 2.5 cm on all sides, and page size should be set to A4, not US letter.

Page Numbers: 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.

5. Citations and Bibliography

All theses will include footnotes and a full bibliography of sources consulted. Arguments and information drawn from books and articles consulted should be acknowledged in all cases. Direct quotations should be clearly indicated through the use of quotation marks; repetition of other authors' writing in the text without proper citation is plagiarism and will be penalized.

6. *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:

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 phrase (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).

V. Thesis Preparation and Supervision

The thesis will be supervised by a person of the university attended by the student in his/her last one or two semesters. In case an oral defence is held, it will be organized and take place in the institution where the student has spent her/his last one or two semesters.

All students' thesis work will be supervised by a supervisor, who provides the student with guidance during the research and thesis writing period, and who will read at least one draft of their thesis. Students can normally expect to have at least three meetings of approximately one hour (or the equivalent) with their supervisors. The final thesis will be assessed by a supervisor and an external reader from another partner institution of the MATILDA consortium, who will provide a written evaluation of the student's thesis. In the case of discrepancy between the two written reports, an external reader from a third

partner institution will be decisive. The final assessment of the thesis will be conducted with or without an oral defence, according to local examination procedures.

VI. Thesis Evaluation

Theses will be graded using the joint European ECTS grading scale. Thesis evaluation will be as follows:

A: This thesis contributes to the existing literature in the field of women's and gender history. It shows a complete knowledge of the subject matter and relevant theoretical material, and it demonstrates a clear analytical ability. The student has brought independent and innovative insights to the topic that go beyond the existing literature and engage the material in a creative and original way.

B: The thesis goes well beyond describing sources, evidence, or data under consideration to engage in clear analysis of them. Analysis in this case means making argumentative points and insights in the discussion of primary and supportive materials in the field of women's and gender history. These argumentative points go well beyond summary, but rather use supportive materials to develop and defend a nuanced central thesis argument. The thesis demonstrates an ability to use correct grammar, appropriate sources for support, and proper citations.

C: The thesis contributes to the existing literature in the field of women's and gender history and shows knowledge of the subject matter and relevant theoretical material. It goes in part beyond describing data or the texts under consideration to engage in clear analysis of them. The discussion has less developed analysis, tending to be somewhat more expository or less subtle than it might have been. The thesis has an argument that is distinct but not as well-developed as it could be at the MA level. The thesis demonstrates an ability to use correct grammar, appropriate sources for support, and proper citations.

D: The thesis aims to make an argument but executes this goal inconsistently. The student's engagement with materials tends more toward exposition than analysis. Its analysis is either not developed enough or not fully convincing. While the writing is grammatically correct and sources properly documented, the command of language is perhaps not consistently smooth and/or its style is awkward.

E: This thesis suffers from the shortcomings of the D thesis but to a more noticeable extent. It is still passable, however, because the student has demonstrated an ability to do research and to synthesize her or his findings using existing literature on the subject matter and to accurately engage with relevant theories. The thesis aims at an argument but is not fully convincing because of weak analysis or incomplete support. While the writing is grammatically correct and sources properly documented, the command of language is perhaps not consistently smooth and/or its style is awkward.

F (Fail): This thesis lacks sufficient knowledge of the subject matter and it does not relate accurately to or represent accurately the broader academic literature in the field of women's and gender history. It neither applies methods properly, nor demonstrates analytic ability expected at the graduate level.

Final Thesis Assessment:

In institutions holding an oral defence:

Oral defence: The defence committee assesses the oral defence of the thesis qualitatively in terms of the student's ability to verbally analyse the key issues in the thesis; answer questions; elaborate on key points in the thesis; explicate under-developed or absent points relating to the thesis; and, if appropriate, apply the insights of the thesis to related texts, studies, issues, etc. The oral defence tests the student's ability to make analytical connections quickly, articulate ideas, and think about the issues in the thesis from various angles or perspectives.

Final thesis grade: The final thesis grade uses the same scale as the evaluation of the written thesis (see above). The final grade is determined in consideration of the grade for the written thesis along with the student's performance in the Oral Defence. It is only the final thesis grade that appears on a student's transcript and that is calculated into the GPA.

In institutions not holding an oral defence:

Final thesis grade: The final thesis grade is based on the written thesis only (see above)

APPENDIX I

Information on grading systems in use nationally/at the partner universities, and the joint EU ECTS grading system

EUROPEAN COMMUNITY COURSE CREDIT TRANSFER SYSTEMS (ECTS)							
CONVERSION TABLE FOR NATIONAL/UNIVERSITY GRADING SCALES ⁽¹⁾							
ECTS GRADE	Austria (A)	Bulgaria (BG)	France (F)	CEU into/from ECTS ⁽²⁾	CEU into/from Hungarian national grading ⁽³⁾	Italia	RUB, Faculty of History
Excellent (A)	1	5.50 - 6.00	16: Très bien (TB)	A	5 jeles	30 e lode	The best 10 % of the graduates
Very Good (B)		4.50 - 5.49	15	A - B+	4 jó 3 közepes	29 - 30	The best 25 % of the graduates
Good (C)	2	3.50 - 4.49	14: Bien (B)	B+ B	3 közepes 3 közepes	27 - 28	The best 30 % of the graduates
Satisfactory (D)	3		12: Assez bien (AB)	B B-	3 közepes 2 elégséges	24 - 26	The best 25 % of the graduates
Sufficient (E)	4	3.00	10: Passable (P)	C+	2 elégséges	18 - 23	The best 10 % of the graduates
Insufficient/ Failure (F)	5	2.00	9: Echee (E) 8 7	1 elégtelen	F	>18	Graduates who failed

(1) This table serves informational purposes only. Many countries and universities do not yet have formally or centrally regulated grade conversion policies. Changes on national and university levels may occur at any time.

(2) See also: https://www.ceu.edu/sites/default/files/attachment/basic_page/22225/studentrecordsmanual201819.pdf .

(3) See also <http://web.ceu.hu/downloads/VizsgaSzabalyzat.pdf> .

APPENDIX II:

MA thesis sample cover page

GENDERING THE JEWISH QUESTION.
CHRISTIAN WOMEN'S ORGANISATIONS AND ANTI-SEMITISM
IN TURN-OF-THE-CENTURY VIENNA

By
Anna Other

Submitted to
Central European University
Department of Gender Studies

In partial fulfilment of the requirements for the degree of
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