GUIDELINES FOR REES MA STUDENTS  
Fall 2013 / Spring 2014  
(revised August 2012)  

GENERAL PROGRAM  
Georgetown University’s Center for Eurasian, Russian and East European Studies offers the Master of Arts degree (REES MA) with five disciplinary foci: Anthropology/Sociology, Economics, Government, History, and Literature/Culture. The program provides students with a multi-disciplinary academic and professional understanding of Eurasia and eastern Europe. Students are expected to leave the program with a basic knowledge of social science methods, along with experience in conducting research using materials from the region in the student’s language of proficiency. The program offers both a thesis and non-thesis track.  

CERES STAFF  
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DEGREE REQUIREMENTS AND PROCEDURES  
REES MA degree requirements are:  
• demonstrated regional language proficiency  
• 42 hours of coursework (for both the thesis and non-thesis tracks), including the introductory seminar, capstone seminar, and 2 advanced language courses  
• thesis (if applicable)  

A. Language Proficiency  
Students are expected to enter the program with the ability to use foreign language as a tool in academic study and independent research. Students may pass the REES language requirements in an appropriate language of the region other than Russian, Polish, Turkish or Ukrainian if testing capacity exists and if approved in advance by the Director. Students who demonstrate native proficiency of a regional language are exempt from the advanced language course requirement but still must complete 42 credit hours toward the degree. Students who do not place into advanced language courses will take language courses to achieve proficiency but these courses will not count toward the degree.  

1. Language placement examinations are offered before classes begin in the fall. It is the responsibility of the student to be aware of the examination dates and times and to confirm with the Associate Director his or her intention to take the exam. The examination will place students in the appropriate course for their level; again, courses that are not at the advanced level will not count toward the degree.  

2. Oral proficiency will be demonstrated by the completion of two (2) advanced language courses for which a grade of “B” or better is earned or by presenting a native language of the region. Students should consult with the Associate Director to determine which languages classes are considered advanced level.
B. **Coursework**

The student’s program of study is determined by four factors:

- the student’s individual interests, prior experience and career goals, which govern the selection of the areas of concentration and the specific courses taken
- the structure of the different disciplines, which may feature courses taught in a sequence
- degree requirements, including language proficiency and core courses
- selecting the thesis or non-thesis option

*Students must take courses in 4 of the 5 disciplines (Anthropology-Sociology, Economics, Government, History, and Literature-Culture) from which courses are offered.*

1. **Tracks**

The decision regarding which track to pursue (thesis or non-thesis) should be made no later than the pre-registration period for the student’s second semester, in close consultation with the Directors and faculty.

1A. **Non-thesis track:**

- 6 credits required core courses: REES-500 Introduction to Area Studies and REES-501 Capstone Seminar
- 6 credits advanced language study
- 18 credits - courses that are the core of the student’s directed program of study
- 12 credits - elective courses

___ 42 credits

Students pursuing the non-thesis option are required to take 42 credits of coursework (14 three-credit courses), spread across 4 of the 5 disciplines. In addition to the two semesters of advanced language study and the two required core courses, each student works with the Directors on an individualized curriculum that includes six theme-focused courses and four electives. Students who have achieved the advanced level of language proficiency should plan to take research seminars when offered. The Directors will consult regularly with students to ensure fulfillment of the program.

1B. **Thesis track:**

- 6 credits required core courses: REES-500 Introduction to Area Studies and REES-501 Capstone Seminar
- 6 credits advanced language study
- 18 credits - courses that are the core of the student’s directed program of study
- 12 credits - elective courses
- Completed thesis that conforms to Graduate School requirements

___ 42 credits

Students pursuing the thesis option are required to take 42 credits of coursework (14 three-credit courses). In addition to the two semesters of advanced language study and the required core courses each student selects with the Directors a program of study, six courses, and four electives that enhance that program. Students who have achieved the advanced level of language proficiency should plan to take research seminars when offered. The Director and Associate Director will consult regularly with students to ensure fulfillment of the program. *Thesis writers will present their theses to convened students and faculty during their last semester.*
2. **Core Courses**

All students are required to take Introduction to Area Studies (REES-500) and the Capstone Seminar (REES-501). REES-500 is a seminar course designed to enhance students’ ability to write and conduct research at the graduate level and introduce a variety of disciplinary methodologies used to study the region. REES-501 requires students to build on this foundation by pursuing a research topic that will result in a 30-35 page paper of publishable quality and which the student will present to convened CERES faculty and students during the spring semester. *Students in the Thesis Track will supply a thesis in lieu of the capstone paper.*

3. **Advanced Language Study Requirements**

Six credits of advanced language study are required. Students must earn a grade of “B” or better in these classes. Those studying Russian may take fourth-year level literature courses taught in Russian, or two-semester sequential language courses that are fifth-year level or sixth-year level and designed to extend Russian language proficiency. Students pursuing language study other than Russian are required to take two semesters at the advanced level at Georgetown when possible. If this isn’t possible, students may study their language at one of the DC area consortium-member universities or at intensive summer language institutes. REES students are encouraged to investigate opportunities that exist for intensive summer language training, both domestically and abroad. Subject to funding by the US Department of Education, CERES will award competitively summer fellowships to support these efforts. Additional funding may be available through the individual programs and the Graduate School of Arts and Sciences.

C. **Thesis**

Students wishing to pursue the thesis track should explore this option during academic advising, and make a decision about writing a thesis no later than pre-registration for the student’s second semester. After a student has been approved for the thesis track, s/he must:

- select a thesis board
- prepare and submit a formal thesis proposal to the Graduate School of Arts and Sciences and all required forms to the Institutional Review Board
- present the thesis to convened CERES students and faculty in the last semester
- prepare and submit the final thesis to the Directors and to the Graduate School of Arts and Sciences.

1. **Thesis board:** The student is responsible for selecting a *mentor* and a *reader* in consultation with and with the final approval of the Directors. The mentor, reader and Directors serve collectively as the *thesis board*, while the program’s Director of Graduate Studies (DGS) must sign off on the completed copy for the Graduate School. Normally, the mentor and reader are both full-time Georgetown faculty members. However, non-Georgetown or adjunct faculty may be approved as *readers* in cases where the student’s topic requires special expertise. Readers from outside the regular Georgetown faculty however, may be harder to reach when deadlines must be met.

2. **Thesis proposal:** The student is responsible for preparing and submitting a formal thesis proposal, bearing the signatures of both reader and mentor, to the Directors for approval before submitting it to the Graduate School. This document outlines the work plan for the thesis, including the issues to be examined, an appropriate bibliography, review of relevant literature, methodology and an outline of the thesis.

   *A student must submit a thesis proposal and it must be approved before the student will be permitted to register for thesis research. The student must complete the advanced language course requirements before registering for thesis research.*

3. **Final thesis:** Careful adherence to the thesis proposal and to the Graduate School thesis guidelines is absolutely necessary for the student to reach this final stage. The submission of a completed thesis requires the signature of the thesis
board. Therefore, the student must be sure to allow sufficient time – a minimum of two weeks – for everyone to read the thesis and sign the cover sheet.

It is the student's responsibility to satisfy the standards and requirements of:

- the mentor and reader
- the Center (as indicated by the Directors)
- the Graduate School of Arts and Sciences

According to University regulations, the final version of a master's thesis must be approved by the program’s DGS and the Graduate School Dean's office. External employment timetables and graduation schedules do not influence these decisions. Students should consider a number of factors when making the decision to pursue the thesis track, including prior academic experience, relationships with faculty, personal motivations, and academic preferences. Prior academic experience includes previous advanced-level coursework and writing experience. Students selecting the thesis option ideally would have already completed some advanced coursework and have a good sense that they can sustain an in-depth written project. It is necessary, too, to consider one’s relationship to the faculty. Do faculty interests match the student’s? Is there a faculty member with whom the student communicates well who is willing to serve as a mentor? Will the relevant faculty be around or on leave during the completion of the thesis? Finally, personal motivations and academic preferences should also be considered. The appropriate motivation for writing a thesis should be the desire for in-depth analysis of an advanced topic of research that cannot be covered through existing coursework. Students considering applying to a doctoral program may wish to use the thesis as a testing ground for the suitability of an area of research as well as their ability to carry it through.

All thesis writers should begin by familiarizing themselves with “Guidelines for Thesis/Dissertation Writers” available from the Graduate School. This document serves as the authoritative source on procedures and format, and the rules outlined will govern the ultimate acceptability of the thesis to the Graduate School. Please note that there are precise rules concerning format; failure to adhere to these will delay the acceptance of the thesis. See http://grad.georgetown.edu/academics/dissertation-thesis-information/.

**ACADEMIC REGULATIONS**

1. **Students must consult regularly with the Directors of CERES about their course of study.** The Director or the Associate Director must approve course registration, as well as any subsequent changes in a student's program. Students who change their course programs through drop/add without approval may have to take additional coursework to satisfy program requirements.

2. **Students must respect Georgetown University policies regarding plagiarism.** For more information, see http://grad.georgetown.edu/pages/bulletin.cfm.

3. **Students in the REES MA program must be familiar with and adhere to all of the academic regulations in the online Graduate School of Arts and Sciences Catalogue** (see the link above). Students who have questions about academic performance standards, transfer of credits, time limits for degree completion, registration and leaves of absence should first consult the Catalogue and then address questions to the Directors.

**FINANCIAL AID AND AWARDS**

A limited number of tuition-waiver scholarships are available through funding from the Graduate School and are awarded on the basis of merit. Information about applying for financial aid is distributed by the CERES Office to all eligible students early in the spring semester. Please note that the published deadlines must be strictly observed.
Several REES Fellowships (scholarship and stipend) are available each year. Application should be made to the Director at the same time that applications for scholarships are submitted. Fellowships normally carry an obligation to work for the program for up to 15 hours per week.

Other types of financial aid (loans, work study, etc.) are handled by the Office of Student Financial Services. Most of these forms of assistance require filing a FAFSA and other forms. To maximize the resources available to REES students, all applicants for financial aid are strongly encouraged to submit these forms.

Subject to renewal of funding and Congressional appropriation, CERES also awards Foreign Language and Area Studies (FLAS) Fellowships for academic year study and for study at intensive summer language programs. Information about applying for FLAS fellowships is distributed at the beginning of the spring semester.

Decisions about departmentally-awarded scholarships and fellowships are finalized and announced after receipt of spring semester grades.

**GRADUATION PROCEDURES**

Graduate School degrees are awarded on the last day of each month (excluding June). Students applying for graduation in any given month must have completed an Application for Graduate Degree no later than the first working day of that month and filed all necessary documentation by the last working day of the month in the Graduate School (Car Barn, 2nd floor). If a student does not file an application by the stated deadline, s/he will not be allowed to graduate in that month. These deadlines are final; no exceptions are granted. Students are responsible for meeting these deadlines; the filing of an application starts a review process to determine if all degree requirements have been met.

The graduation ceremony is held annually in May. Students awarded degrees in any month from July through May are eligible to participate in the May ceremony, provided that the Graduate School receives a Graduation Information Form and a cap and gown order is received by the deadline, typically in late January. For deadlines and procedures related to graduation, check the Graduate School’s website at [http://grad.georgetown.edu/academics/commencement/](http://grad.georgetown.edu/academics/commencement/).

**CERES COMMUNICATIONS**

A. **Contact information**: Each student is required to submit and keep current contact information with the CERES Office. This information is kept confidential, but it is the student’s responsibility to maintain his or her records to ensure that all announcements are received in a timely fashion. Please note that students are also responsible for keeping such information updated with the Registrar through MyAccess.

B. **E-Mail Communications**: Important university and program announcements will be made electronically; it is the responsibility of each student to ensure that s/he is able to receive these messages by initially selecting and maintaining an appropriate delivery address for their Georgetown email forwarding address. Students may choose to use GU mail, an external account or both. For assistance with these options, contact the UIS Student HelpDesk at 202.687.4577 or refer to the E-ssentials Guide.

Registration for courses is handled electronically through the web-based application MyAccess. Additionally, students may check grades, view transcripts and perform other important tasks through this service.

The key to using your Georgetown email and MyAccess (along with many other University services) is your University NetID and NetID password. Incoming students will receive their NetIDs and an initial password before orientation; if additional assistance is required, or if you forget your NetID or password, please contact the UIS Student HelpDesk.
EVENTS

Throughout the academic year, CERES hosts regular seminars, lectures, panel discussions and film screenings that enhance the program and are related to the Department of Education Title VI National Resource Center grant. These are advertised via e-mail, on CERES’ online calendar, through social media and the CERES website, ceres.georgetown.edu. Students are encouraged to participate in as many of these events as possible and as interest warrants. A particular effort is made to make guest speakers available to our students in informal settings (e.g., brown bag lunches), and students are encouraged to take advantage of the opportunity to interact with guests.

RESOURCES FOR RESEARCH

CERES maintains a library for student use. Holdings include academic monographs, foreign language texts, access to regional newspapers and periodicals online, academic journals in related areas and other reference materials. The library also handles reserve readings for many REES courses.

CERES’ resource collections operate on the Georgetown University library borrowing system. The right to use these resources will be revoked for those who abuse these privileges, and items that are not returned to the collections in a timely fashion could result in a block on a student’s university account that would delay or prevent graduation.

The CERES Office provides computers and printers for student research.

CAREER DEVELOPMENT

REES students should take advantage of the services provided by the Career Development Center (CDC), which exists exclusively for graduate students within the Edmund A. Walsh School of Foreign Service. The Center offers workshops and career counseling and posts job and internship information. Career planning should begin in the first semester: all incoming students are expected to deliver a copy of their resume to the CDC (ICC 228) prior to the start of classes. For more information for incoming students, see the CDC website (http://sfs.georgetown.edu/careers/graduate/current/).

The CERES Office also maintains some information on academic conferences, language study opportunities, internships, fellowships and job opportunities. Please note that these postings are not screened, and no endorsement should be assumed. Information is posted on the bulletin inside the CERES Office.