

MA in International Relations

SHORT DESCRIPTION:

The purpose of the training is to train experts who have adequate theoretical knowledge and are able to analyze the trends of the current international political and economic conditions.

They are prepared – based on their knowledge on international economic, international legal and international relations theories, regional-civilizational interdisciplinary knowledge, as well as based on their professional language skills - to understand the connections of the globalizing international system. They are capable for a deeper analysis of the economic, political and social contexts of a given region. They are prepared to continue their studies in doctoral training.

SPECIALIZATIONS:

- China and the South-East and Central Asian region (30 credits)
- Central Europe (Nations and Minorities) (30 credits)
- Climate Change, Sustainability and Deep Adaptation(30 credits)

Training and output requirements

MASTER'S DEGREE (MA) IN INTERNATIONAL RELATIONS

Title of the Master's programme: **international studies (International Relations)**

Level of qualification obtained in the Master's programme and indication of the qualification in the diploma

Level of qualification: Master's degree (magister, master; abbreviation: MA)

Qualification title in English: **International Relations Expert**

Field of training: social sciences

Duration in semesters: 4 semesters

Number of credits required for the Master's degree: 120 credits

- Orientation of the degree: balanced (40-60 per cent)
- Credits for the thesis: 10 credits
- Minimum number of credits for optional courses: 6 credits

Features of the Master's programme

Professional characteristics

The disciplines and specialisations leading to the qualification, from which the degree is structured:

Basic Social sciences (methodology of social science research, comparative constitutional law, history of political thought, history of economic theory) 5-20 credits;

Professional knowledge related to international studies, including the preparation of the thesis, 80-100 credits as follows:

- Theory and practice of international relations (security studies, geopolitical theories, foreign policy making, general and professional diplomacy, cultural diplomacy, conflict and crisis management, global governance), 5-40 credits;

- Regional-civilisation studies (in particular: theory of civilisation, regional integration, Middle East studies, China studies, Balkans studies, Latin America studies, India studies, Japan studies, USA studies, South East Asia studies, Africa studies, Australia studies, Mediterranean studies, Russia studies, post-Soviet area and Central Asia, Europe studies), 5-40 credits;

- Practice of international law (international law case studies, diplomatic and consular law, human and minority rights, regional international organisations, NGOs), 5-40 credits;

- International economics (development theories, international development policy, world economic regions, theory and practice of economic integration, Hungary's economy and foreign economic relations, economic governance, economics of globalisation), 5-40 credits;

- Analysis of international relations (foreign policy analysis, comparative economic analysis, analysis of migration processes), 5-40 credits;

- Language of international relations and the EU, professional knowledge in foreign languages 5-30 credits.

The specialisation offered by the educational institution is theoretical and practical knowledge suitable for the study of the field of specialisation, which develops personal skills and leads to specific competences related to individual interests. The minimum number of credits of specialised knowledge is 30 credits within the training as a whole.

International Relations MA Program Plan Draft

Blocks and courses, responsible persons for the courses	Semester				Credit number of the course	Assessment method (exam / term mark / other)
	1.	2.	3.	4.		
	Number of lessons per semester, type of lesson (lecture / seminar / practice / consultation) and credit value					
<p>Basic Social Science Courses block (methodology of social science research, comparative constitutional law, history of political thought, history of economic theory), 5-20 credits – responsible person for the block: Dr. habil Kinga Szabó-Tóth. The degree of theoretical or practical nature of the block, its „training character”: 50% theoretical -50% practical</p>						
<p>Field: History of Political Thought – responsible person for the field: Dr. habil Csaba Fazekas. The degree of theoretical or practical nature of the field, its „training character”: 100% theoretical – 0% practical</p>						
1. History of Political Thought 1. <i>Dr. habil Csaba Fazekas</i>	30 lectures, 4 cr.				4	exam
2. History of Political Thought 2. <i>Dr. habil Csaba Fazekas</i>		30 lectures, 4 cr.			4	exam
<p>Field: Methodology of Social Science Research – responsible person for the field: Dr. habil Kinga Szabó-Tóth. The degree of theoretical or practical nature of the field, its „training character”: 0% theoretical – 100% practical</p>						
3. Applied Social Research Methods 1. <i>Dr. habil Kinga Szabó-Tóth</i>	30 practices, 4 cr.				4	term mark
4. Applied Social Research Methods 2. <i>Dr. habil Kinga Szabó-Tóth</i>		30 practices, 4 cr.			4	term mark
Total	30 lectures 30 practices 8 credits	30 lectures 30 practices 8 credits			16 credits	2 exams 2 term marks
<p>Core Courses Related to International Relations block (Fields: theory and practice of international relations (5-40 credits, regional-civilisation studies (5-40 credits), practice of international law (5-40 credits), international economics (5-40 credits), analysis of international relations (5-40 credits), language of international relations and the EU, professional knowledge in foreign languages (5-30 credits)), 80-100 credits – responsible person for the block: Dr. Ervin Csizmadia The degree of theoretical or practical nature of the block, its „training character”: 50% theoretical - 50% practical</p>						
<p>Field: Theory and Practice of International Relations (5-40 credits) – responsible person for the field: Prof. Dr. György Csepeli The degree of theoretical or practical nature of the field, its „training character”: 66% theoretical -33% practical</p>						
1. Global Governance <i>Prof. Dr. György Csepeli</i>	30 lectures, 4 cr.				4	exam

2. Diplomatic Protocol <i>Dr. Sándor Fekete</i>	30 practices, 3 cr.				3	term mark
3. Global Social Challenges <i>Dr. habil Kinga Szabó-Tóth</i>			30 lectures, 4 cr.		4	exam
Field: Regional-Civilisational Studies (5-40 credits) – responsible person for the field: Dr. Sándor Fekete. The degree of theoretical or practical nature of the field, its „training character”: 66% theoretical -33% practical						
1. European Politics 1. <i>Dr. Sándor Fekete</i>			30 lectures, 3 cr.		3	exam
2. European Politics 2. <i>Dr. Sándor Fekete</i>				30 lectures, 3 cr.	3	exam
3. The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries <i>Dr. habil Csaba Fazekas</i>			30 lectures, 4 cr.		4	exam
Field: Practice of International Law (5-40 credits) – responsible person for the field: Dr. Virág Havasi. The degree of theoretical or practical nature of the field, its „training character”: 100 % theoretical – 0 % practical						
1. Human and Minority Rights <i>Dr. Virág Havasi</i>		30 lectures, 4 cr.			4	exam
2. Case Studies in International Law <i>Dr. Virág Havasi</i>		30 lectures, 4 cr.			4	exam
Field: International Economics (5-40 credits) – responsible person for the field: Dr. Virág Havasi. The degree of theoretical or practical nature of the field, its „training character”: 100 % theoretical – 0 % practical						
1. Theory and Practice of Economic Integration <i>Dr. Virág Havasi</i>	30 lectures, 5 cr.				5	exam
Field: Analysis of International Relations (5-40 credits) – responsible person for the field: Dr. habil Zsolt András Udvarvölgyi. The degree of theoretical or practical nature of the field, its „training character”: 0 % theoretical – 100 % practical						
1. The World Today: Foreign Policy Analysis <i>Dr. habil Zsolt András Udvarvölgyi</i>	30 practices, 5 cr.				5	term mark
Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages (5-30 credits) – responsible person for the field: Prof. Dr. László Kürti. The degree of theoretical or practical nature of the field, its „training character”: 0 % theoretical – 100 % practical						
1. Reading Foreign Policy Texts 1. <i>Prof. Dr. László Kürti</i>	30 practices, 4 cr.				4	term mark
2. Reading Foreign Policy Texts 2. <i>Prof. Dr. László Kürti</i>			30 practices, 4 cr.		4	term mark
Total	60 lectures 90 practices 21 credits	60 lectures 0 practices 8 credits	90 lectures 30 practices 15 credits	30 lectures 0 practices 3 credits	47 credits	8 exams 4 term marks

Specialisations within the Core Courses Related to International Relations Block (The minimum number of credits of specialised knowledge is **30 credits** within the training as a whole.) **The students only need to choose one specialisation to complete the Master's degree!**

Specialisation Nr. 1. China and South-East and Central Asian Region – responsible person for the specialisation: Dr. habil Zsolt András Udvarvölgyi. The degree of theoretical or practical nature of the specialisation Nr. 1., its „training character”: 33 % theoretical – 66 % practical

1. Chinese Language 1. <i>Noémi Gergely, MA</i>		30 practices, 4 cr.			4	term mark
2. China Culture and Knowledge 1. <i>Fan, Liyun, MA</i>		30 practices, 5 cr.			5	term mark
3. The Politics of China and South-East Asia in 20th and 21st Centuries <i>Dr. Dániel Kuttor</i>		30 lectures, 5 cr.			5	exam
4. Chinese Language 2. <i>Liu, Guoyan, MA</i>			30 practices, 4 cr.		4	term mark
5. China Culture and Knowledge 2. <i>Fan, Liyun, MA</i>			30 practices, 5 cr.		5	term mark
6. The Economy of China and South-East Asia in 20th and 21st Centuries <i>Dr. Dániel Kuttor</i>			30 lectures, 5 cr.		5	exam
7. Chinese Language 3. <i>Liu, Guoyan, MA</i>				30 practices, 4 cr.	4	term mark
8. China Culture and Knowledge 3. <i>Fan, Liyun, MA</i>				30 practices, 5 cr.	5	term mark
9. Central Asia in the 20th - 21st Centuries <i>Dr. habil Zsolt András Udvarvölgyi</i>				30 lectures, 4 cr.	4	exam
Total		30 lectures 60 practices 14 credits	30 lectures 60 practices 14 credits	30 lectures 60 practices 13 credits	41 credits	3 exams 6 term marks

Specialisation Nr. 2. Central Europe (Nations and Minorities) – responsible person for the specialisation: Prof. Dr. Attila Papp Z. The degree of theoretical or practical nature of the specialisation Nr. 2., its „training character”: 33 % theoretical – 66 % practical

Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe <i>Prof. Dr. Attila Papp Z.</i>		30 practices, 5 cr.			5	term mark
The Historical Concept of Central Europe: Approaches, Theories and Debates <i>Dr. habil. Árpád Tóth</i>		30 lectures, 5 cr.			5	exam

National Policy of Hungary <i>Dr. habil Zsolt András Udvarvölgyi</i>		30 practices, 4 cr.			4	term mark
Roma Society in Central Europe <i>Dr. habil Kinga Szabó-Tóth</i>			30 practices, 5 cr.		5	term mark
Past and Present of Hungarian Beyond the Borders. Reading Seminar <i>Dr. habil Zsolt András Udvarvölgyi</i>			30 practices, 4 cr.		4	term mark
Nations and Cultures in Central Europe in the 19th and 20th Centuries <i>Dr. Gergely Kunt</i>			30 lectures, 5 cr.		5	exam
Central Europe: Approaches for Social Theory and Social Psychology <i>Dr. habil Kinga Szabó-Tóth</i>				30 practices, 4 cr.	4	term mark
Balkan Studies. Seminar <i>Prof. Dr. Attila Papp Z.</i>				30 practices, 4 cr.	4	term mark
Jewish Integration, Anti-Semitism and Holocaust in Central Europe <i>Dr. Dorottya Halász Sziszkoszné</i>				30 lectures, 5 cr.	5	exam
Total		30 lectures 60 practices 14 credits	30 lectures 60 practices 14 credits	30 lectures 60 practices 13 credits	41 credits	3 exams 6 term marks
Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation – responsible person for the specialisation: Dr. Virág Havasi. The degree of theoretical or practical nature of the specialisation Nr. 2., its „training character”: 33 % theoretical – 66 % practical						
Key Issues Facing the Global World. Introduction <i>Dr. Ervin Csizmadia</i>		30 lectures, 5 cr.			5	exam
Direct and Indirect Natural and Social Impacts of Climate Change <i>Dr. Lajos Szalontai</i>		30 lectures, 5 cr.			5	exam

Reading Environmental Literature. Seminar <i>Dr. habil Kinga Szabó-Tóth</i>		30 practices, 4 cr.			4	term mark
Limits to Social Progress <i>Dr. Virág Havasi</i>			30 practices, 5 cr.		5	term mark
The Theory of Deep Adaptation <i>Dr. Virág Havasi</i>			30 lectures, 5 cr.		5	exam
The Practice of Deep Adaptation <i>Dr. Virág Havasi</i>			30 practices, 4 cr.		4	term mark
Adaptive Risk Management and Change Management <i>Dr. habil Kinga Szabó-Tóth</i>				30 practices, 5 cr.	5	term mark
Adapting to Climate Change. Individual and Community Resilience <i>Dr. habil Kinga Szabó-Tóth</i>				30 practices, 4 cr.	4	term mark
Climate Adaptation Social Psychology <i>Prof. Dr. György Csepeli</i>				30 practices, 4 cr.	4	term mark
Total		60 lectures 30 practices 14 credits	30 lectures 60 practices 14 credits	0 lectures 90 practices 13 credits	41 credits	3 exams 6 term marks

MA Thesis				10 credits	10 credits	
Thesis Writing 1. <i>Dr. habil Zsolt András Udvarvölgyi</i>			15 practices, 0 credits		0	term mark
Thesis Writing 2. <i>Dr. habil Zsolt András Udvarvölgyi</i>				30 practices, 0 credits	0	term mark
Total for the Master's programme so far	90 lectures 120 practices	120 or 150 lectures 90 or 60 practices (depending on the specialisation)	120 lectures 105 practices	30 lectures or 60 lectures 120 practices or 90 practices (depending on the specialisation)	114 credits	13 exams 14 term marks
	29 credits	30 credits	29 credits	26 credits		

Optional courses (at least 6 credits, students must choose a total of two of the 3 courses)

Optional course 1.				30 lectures, 3 credits	3	exam
Optional course 2.				30 lectures, 3 credits	3	exam
Optional course 3.				30 lectures, 3 credits	3	exam
				60 lectures, 6 credits	6 credits	2 exams

Professional practice according to the Master's degree training and output requirements: none						
Total for Master's programme	90 lectures 120 practices 29 credits	120 or 150 lectures 90 or 60 practices (depending on the specialisation) 30 credits	120 lectures 105 practices 29 credits	90 or 120 lectures 120 or 90 practices (depending on the specialisation) 32 credits	120 credits	15 exams 14 term marks

COURSE DESCRIPTIONS

Basic Social Science Courses block (5-20 credits)	
Field: History of Political Thought	
Courses: 1) History of Political Thought 1. 2) History of Political Thought 2.	
Name of the course: History of Political Thought 1.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any): –	
Course description: a concise yet informative description of the knowledge to be acquired	
The course starts with the analysis of the modern political thought in the 18 th century: the impact of the French and German Enlightenment in the Habsburg Empire, the characteristics of the 'Enlightened Absolutism' in the region. The Enlightenment and the later Liberalism and Conservatism showed a lot of similarities and differences in compare of the Western European parallels. The lecture shows these characteristic elements, e.g. different relation to the kingdom and the emperor, the role of nobility, the missing of 'third order' etc. The second part of the lecture deals with the most important ideological wave of the 19 th century: the births of modern nations in the Central European region, the different nationalisms, specific features in the case of Hungarian, Romanian, Slovak, Polish, Czech and other nationalist movements.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature: Balázs Trencsényi – Michal Kopeček – Luka Lisjak Gabrijelčič – Maria Falina – Mónika Baár – Maciej Janowski: A History of Modern Political Thought in East Central Europe. Vol. I. Negotiating Modernity in the Long Nineteenth Century'. Oxford, Oxford University Press, 2016. ISBN 978-0-19-873714-8 Iván Zoltán Dénes: Conservative ideology in the making. Budapest, Central European University Press, 2009. ISBN 978-9-639-77657-9	
Recommended literature: Csaba Fazekas: The Super-Ego of the Empire: Church and State. In: Zsuzsa Gáspár (ed.): The Austro-Hungarian Dual Monarchy (1867–1918). London, New Holland, 2008. ISBN 978-1-847-73007-7. 152–175.	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	
Knowledge – Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. – He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.	

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she participates responsibly in the creation and management of work units.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Csaba Fazekas, Associate Professor, PhD, habil.

Instructor involved in the teaching of the course (if any): —

Name of the course: History of Political Thought 2.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): –	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The course continues the former semester's topics: Liberalism and Conservatism in the Central European region. The Habsburg Empire and later the Austro-Hungarian Monarchy kept a special framework for developing the most important ideologies of the second half of the 19th century. The lecture deals with the different answers of nationalities for the political structure of the Monarchy, the emerging new ideologies (connected to the social questions), and Poland in the end of the century. The Social Democracy represented a new international ideology, quite similar to the Christian Socialism after Pope Leo XIII's Rerum Novarum encyclic. But the most important ideology during and after the World War I was the nationalism. In the interwar period the new states represented different political systems (e.g. the first democratic republic in Czechoslovakia, the autocratic Horthy regime in Hungary etc.), that is why different political waves started in the 1920-1930's. The lecture analyses the political ideologies after the World War II up to the transitions of 1989-1990.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Balázs Trencsényi – Michal Kopeček – Luka Lisjak Gabrijelčič – Maria Falina – Mónika Baár – Maciej Janowski: A History of Modern Political Thought in East Central Europe. Vol. II. Negotiating Modernity in the 'Short Twentieth Century' and Beyond. Part I: 1918–1968. Oxford, Oxford University Press, 2018. ISBN 978–0–19–873715–5</p> <p>Recommended literature:</p> <p>Balázs Trencsényi: The politics of “national character”. A study in interwar East-European thought. London – New York, Routledge, 2013. ISBN 978-0-415-87076-4</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she participates responsibly in the creation and management of work units.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Csaba Fazekas, Associate Professor, PhD, habil.

Instructor involved in the teaching of the course (if any): —

Basic Social Science Course block (5-20 credits)	
Field: Methodology of Social Science Research	
Courses: 1) Applied Social Research Methods 1. 2) Applied Social Research Methods 2.	
Name of the course: Applied Social Research Methods 1.	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	

The courses provide students with the most comprehensive resource covering core methods, research designs, and data collection, management, and analysis issues in 2 semesters. It is designed to introduce students to social science research and to develop student research and analytical skills. Students are introduced to the theory and logic of research, the ethics that guide the research process, and to the range of research methods generally employed in the social sciences. The courses place critical emphasis on finding the tools that best fit the research question given the constraints of deadlines, budget, and available staff. The following topics will be covered during seminars: the basics of social research; research design; sampling; different methods of data gathering or data collection, such as surveys, qualitative interviews, observations, case studies, secondary analysis of statistical data, comparative analyses, analysis of time –series data; data management; budget of the research; data analysis; writing reports.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Babbie, Earl: The practice of social research. 15th edition, Cengage, 2020.

Bryman, Alan: Social Research Methods. 4rd edition. Oxford University Press, 2017.

Mason, Jennifer: Qualitative Researching. 2 nd edition. Sage, 2002.

Silverman, David: Doing Qualitative Research. Sage Publications, 2000

Recommended literature:

Abbott, Andrew. 2004. Methods of Discovery: Heuristics for the Social Sciences. New York: W.W. Norton & Company.

Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. The Craft of Research. University of Chicago press.

Neuman, W. - Robson, K. (2018). Basics of social research qualitative and quantitative approaches (Fourth Canadian ed.). Toronto: Pearson Canada. ISBN 9780134308050.

Miller, Jane E. 2005. Writing About Multivariate Analysis. Chicago, IL: University of Chicago Press.

Schutt, Russell K. 2011. Investigating the Social World: The Process and Practice of Research. 7th edition. Thousand Oaks, CA: Pine Forge Press.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.

- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.

Ability

-The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.

- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

Attitude

- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): Attila Papp Z., Phd, dr. habil, professor

Name of the course: Applied Social Research Methods 2.	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	

The courses provide students with the most comprehensive resource covering core methods, research designs, and data collection, management, and analysis issues in 2 semesters. It is designed to introduce students to social science research and to develop student research and analytical skills.

In the second semester - based on what has been learned in the first one - an independent research project on topics related to international studies should be planned under the supervision of the course leader and carried out in the form of group work.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Babbie, Earl: The practice of social research. 15th edition, Cengage, 2020.

Bryman, Alan: Social Research Methods. 4rd edition. Oxford University Press, 2017.

Mason, Jennifer: Qualitative Researching. 2 nd edition. Sage, 2002.

Silverman, David: Doing Qualitative Research. Sage Publications, 2000

Recommended literature:

Abbott, Andrew. 2004. Methods of Discovery: Heuristics for the Social Sciences. New York: W.W. Norton & Company.

Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. The Craft of Research. University of Chicago press.

Neuman, W. - Robson, K. (2018). Basics of social research qualitative and quantitative approaches (Fourth Canadian ed.). Toronto: Pearson Canada. ISBN 9780134308050.

Miller, Jane E. 2005. Writing About Multivariate Analysis. Chicago, IL: University of Chicago Press.

Schutt, Russell K. 2011. Investigating the Social World: The Process and Practice of Research. 7th edition. Thousand Oaks, CA: Pine Forge Press.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.

- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.

Ability

-The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.

- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

Attitude

- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): Attila Papp Z., Phd, dr. habil, professor

Core Courses Related to International Relations block (80-100 credits)

Field: Theory and Practice of International Relations (5-40 credits)

Courses: 1) Global Governance 2) Diplomatic Protocol 3) Global Social Challenges	
Name of the course: Global Governance	ECTS credits: 4
Type of the course: obligatory/optional	
The degree of theoretical or practical nature of the subject, its 'training character': 80-20%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 1	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>Global governance is an important institution of the international order, but it is also the institution undergoing permanent processes of change in the modern and at times turbulent world. No institution has undergone greater change in both the theoretical understanding of it and the nature of its day-to-day practice in the last several decades. No process has become more important than our ability, or often lack of it, to engage on transnational policy making by international collective action problem solving while at the same time becoming so highly contested and politicised. We face a permanent challenge to govern ourselves beyond the territory of the nation state, and hence face the importance of understanding the expectations and limits of global governance.</p> <p>This course examines global governance - the creation, revision, and enforcement of the rules that are intended to govern the world. We begin by considering the international order that lurks behind and defines any governance arrangement, then, the next section of the course examines the changing architecture of global governance. Once, the global governance was dominated by large intergovernmental organizations, created by states and for states. One of the dramatic changes in the last several decades, though, is that the architectures and the architects of global governance have changed. There are nongovernmental organizations, private-public partnerships, regime complexes, private governance authorities, and on and on. Why has global governance become such a hodge-podge of architectures? Is this a sign of ingenuity or desperation? Are these new configurations better able to solve today's problems? Does all this activity and complexity mean that the world has gotten better smarter about how to solve the evolving problems? How have these changes in global governance affected the legitimacy of the system? Finally, the third sections examine three select issues in global governance: human security; refugees and migration; and global health.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>John Bolton. 2000. "Should We Take Global Governance Seriously?" Presented at the Conference "Trends in Global Governance: Do They Threaten American Sovereignty?" American Enterprise Institute, April 4-5. https://www.iatp.org/sites/default/files/Should_We_Take_Global_Governance_Seriously.h tm.</p>	

John Ikenberry. 2014. "The Logic of Order: Westphalia, Liberalism, and the Evolution of the International Order in the Modern Era," in J. Ikenberry, ed., 83-106, Power, Order, and Change in World Politics, Cambridge University Press.

George Lawson. 2020. "The Rise of Modern International Order," in S. Baylis, S. Smith, and P. Owens, eds., 39-53. The Globalization of World Politics. Oxford University Press

John Gerard Ruggie. 2014. "Global Governance and 'New Governance Theory': Lessons from Business and Human Rights," Global Governance, January-March, 20, 1, 5-17.

Len Scott. 2020. "International History of the Twentieth Century," in S. Baylis, S. Smith, and P. Owens, eds., 54-69. The Globalization of World Politics. NY: Oxford University Press.

Recommended literature:

Amitav Acharya and Dan Plesch. 2020. "The United Nations: Managing and Reshaping a Changing World Order," Global Governance, 26, 2, 221-35.

Alex Bellamy and Nicholas Wheeler. 2020. "Humanitarian Intervention in World Politics," in John Balyis, Patricia Owens, and S. Smith, eds., The Globalization of World Politics, 514-30. NY: Oxford University Press.
Edward C. Luck. 2

Emma Haddad. 2008. "The Refugee 'Problem'" and "Who is Not a Refugee?" in her The Refugee in International Society, pp. 1-46. NY: Cambridge University Press.

Thomas Hale. 2008. "Transparency, Accountability, and Global Governance," Global Governance, 14, 1, January/March, 73-94.

Andrew Hurrell. 2005. "Power, Institutions, and the Production of Inequality," in Michael Barnett and Raymond Duvall, eds., Power in Global Governance. NY: Cambridge University Press

S. Kastner, M. Pearson, and C. Rector. 2020. "China and Global Governance: Opportunistic Multilateralism," Global Policy, 11, 1, February, 164-69.

Miles Kahler. 2016. "Who is Liberal Now? Rising Powers and Global Norms," in A. Acharya, ed., Why Govern? pp. 55-73. NY: Cambridge University Press.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.

- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

- Knowledge of the deeper context of international political, economic, legal and social institutions and processes

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.

-The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

-Ability to use political science concepts consistently.

- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

-He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.

-He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

-He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.

Autonomy and responsibility

-He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

-He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

-He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Csepeli György, DSc, professor emeritus

Instructor involved in the teaching of the course (if any):-

Name of the course: Diplomatic Protocol	ECTS credits: 3
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 20-80	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester	

Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:
Assessment method (exam / term mark / other): practical exercise
Curriculum place of the subject (number of semesters): 1.
Prerequisites (if any):
Course description: a concise yet informative description of the knowledge to be acquired
<p>This course introduces students to the fundamental principles and practices of diplomatic protocol. Students will learn about the historical evolution and contemporary relevance of diplomatic protocol, as well as its role in facilitating effective communication, building relationships, and enhancing international cooperation. Topics covered include the functions of diplomatic protocol, protocol procedures and precedents, diplomatic correspondence and forms, diplomatic ceremonies and events, and the role of protocol in intercultural communication.</p> <p>In addition, the course will provide students with practical skills in protocol management, such as planning and organizing protocol events, managing seating arrangements and order of precedence, managing protocol communications, and understanding cultural differences in protocol practices.</p>
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)
<p>Mandatory literature:</p> <p>Fry, G. (2016). Diplomatic ceremonial and protocol. Oxford University Press. (ISBN-13: 978-0198748295)</p> <p>Richardson, J. (2017). Managing the business of diplomacy: A study of the protocols governing the organization of diplomatic missions and the conduct of diplomacy. Oxford University Press. (ISBN-13: 978-0198787648)</p> <p>Sevin, E. (2017). Diplomatic ceremonial and protocol: Evolving norms, changing practices, and digitalization. Routledge. (ISBN-13: 978-1472482823)</p> <p>Recommended literature:</p> <p>Kohen, S. D. (2015). The politics of international law and compliance: Serbia, Croatia and the Hague Tribunal. Routledge. (ISBN-13: 978-1472437489)</p> <p>Murphy, R. (2018). Diplomatic law in a new millennium. Oxford University Press. (ISBN-13: 978-0198795940)</p>
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes
<p>Knowledge</p> <ul style="list-style-type: none"> - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. - He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.

- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.

- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.

- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.

Attitude

- He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.

- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.

- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Sándor Fekete, PhD, associate professor

Instructor involved in the teaching of the course (if any):

Name of the course: Global Social Challenges

ECTS credits: 4

Type of the course: obligatory/optional

The degree of theoretical or practical nature of the subject, its 'training character': 60-40%

Type of lesson: **lecture** / seminar / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-

Assessment method (exam / term mark / other): exam

Curriculum place of the subject (number of semesters): 3.

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

This course on global social challenges is designed to give the student a good overview of a range of social problems at international level. The central aim of this lecture is to equip students with skills to understand and tackle challenges that result in globally significant harms. Contemporary global challenges include complex issues such as: social injustice; conflicts and violence; climate change; the migration and displacement of people. We will collectively investigate the ideological, socio-economic and structural origins of these problems and their theoretical explanations. This course seeks to impart on the students a critical understanding of these issues and how they impact our global society. Underlying our examination of each problem is a commitment to the ideals of social justice.

Students on this course will learn to analyse and approach these challenges using perspectives from across the social sciences, including law, economics, politics, philosophy, sociology and social statistics. Looking at the multiple challenges of economic hardship, unemployment, terrorism, and mass human migration, we will address the causes and consequences of social inequalities, and the ways in which they can be tackled. We will also focus on social cohesion and social wellness and how it relates to global social challenges. Objectives of the course: (1) to think critically about social problems, their origins and solutions and the challenges in implementing solutions; (2) to understand and be able to explain poverty, crime, inequalities, war, and under or mal-development from a sociological perspective; (3) to utilize sociological theories to further develop that understanding; (4) to understand how inequality is structural and leads to unequal life chances; (5) to develop a more accurate picture of the social world, and contemplate ways in which critical social problems could be better addressed.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Davis, Kingsley and Wilbert E. Moore [1945] 2011. "Some Principles of Stratification." Pp. 16-19 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*, edited by David B. Grusky and Szonja Szelenyi. Boulder, CO: Westview Press

Heiner, Robert. 2016 *Social Problems: An Introduction to Critical Constructionism 5th Edition*" Oxford University Press

Navarro, Vicente and Leiyu Shi. 2001. The Political Context of Social Inequalities and Health. *Social Science and Medicine* 52:481-491

Parenti, Michael. 2011. "How Moneyed Interests Create Poor Nations" Pp.49-58 in *The Face of Imperialism* Paradigm Publishers. Boulder.

Yates, Michael. 2016. "Measuring Global Inequality." *Monthly Review* 68(6) 1-13.

Recommended literature:

Chomsky, Noam. 2006. "Outlaw States" Pp 39-78 in Failed States: The Abuse of Power and the Assault on Democracy. Metropolitan Books. New York.

Herman, Edward S and Noam Chomsky. 2002 [1988]. "Worthy and Unworthy Victims" Pp. 37-86 in Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books. New York

Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, The Political Causes of the Growth of Inequalities". Pp. 8-22 in The Financial and Economic Crises and their Impact on Health and Social Well-Being. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.

Yates, Michael. 2020. "It's Still Slavery by Another Name" Monthly Review 72(1) 40-50.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK" point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to use political science concepts consistently.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

- He/she participates responsibly in the creation and management of work units.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Kinga Szabó-Tóth, PhD, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): -

Core Courses Related to International Relations block (80-100 credits)

Field: Regional-Civilisational Studies (5-40 credits)

Courses: 1) European Politics 1. 2) European Politics 2. 3) The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries	
Name of the course: European Politics 1.	ECTS credits: 3
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 80-20	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>This course provides an introduction to the political systems and processes of the European Union (EU) and its member states. It aims to provide students with a comprehensive understanding of the key political institutions, actors, and policy issues that shape EU politics and governance.</p> <p>The course covers the historical development of the EU and its institutions, the roles and functions of the European Commission, the European Parliament, and the Council of the EU, as well as the workings of the EU's judicial system. It also examines the EU's external relations, including its relations with neighboring states, the United States, and other major global actors.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Cini, M., & Borragán, N. P.-S. (2021). European Union Politics. Oxford University Press. (ISBN-13: 978-0198806530)</p> <p>Dinan, D. (2015). Institutions and Governance in the European Union. Palgrave Macmillan. (ISBN-13: 978-1137306456)</p> <p>Jones, E., Menon, A., & Weatherill, S. (Eds.). (2012). The Oxford Handbook of the European Union. Oxford University Press. (ISBN-13: 978-0199689675)</p> <p>Lelieveldt, H., & Princen, S. (2015). The Politics of the European Union. Cambridge University Press. (ISBN-13: 978-1107611714)</p> <p>Moravcsik, A. (2012). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Routledge. (ISBN-13: 978-1137604433)</p>	
Recommended literature:	

Nugent, N. (2017). The Government and Politics of the European Union. Palgrave Macmillan. (ISBN-13: 978-1137607687)

Pinder, J., & Usherwood, S. (2013). The European Union: A Very Short Introduction. Oxford University Press. (ISBN-13: 978-0199681693)

Richardson, J. (2015). European Union: Power and Policy-Making. Routledge. (ISBN-13: 978-0415739425)

Simms, B. (2019). Europe: The Struggle for Supremacy, from 1453 to the Present. Basic Books. (ISBN-13: 978-0465096763)

Wiener, A., & Diez, T. (Eds.). (2016). European Integration Theory. Oxford University Press. (ISBN-13: 978-0198820604)

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

Ability

- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Sándor Fekete, PhD, associate professor

Instructor involved in the teaching of the course (if any):

Name of the course: European Politics 2.	ECTS credits: 3
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 80-20	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>Students will explore the impact of EU membership on member states' domestic politics, particularly on their economic and social policies. They will also gain an understanding of the main policy areas that the EU has competence in, including trade, immigration, environmental protection, and security and defense.</p> <p>In addition to lectures, the course will include discussions, case studies, and simulations of EU decision-making processes to help students develop a critical understanding of EU politics and governance. By the end of the course, students will have a thorough understanding of the political landscape of the EU and its member states and the challenges and opportunities facing the EU in the 21st century.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	

Cini, M., & Borragán, N. P.-S. (2021). European Union Politics. Oxford University Press. (ISBN-13: 978-0198806530)

Dinan, D. (2015). Institutions and Governance in the European Union. Palgrave Macmillan. (ISBN-13: 978-1137306456)

Jones, E., Menon, A., & Weatherill, S. (Eds.). (2012). The Oxford Handbook of the European Union. Oxford University Press. (ISBN-13: 978-0199689675)

Lelieveldt, H., & Princen, S. (2015). The Politics of the European Union. Cambridge University Press. (ISBN-13: 978-1107611714)

Moravcsik, A. (2012). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Routledge. (ISBN-13: 978-1137604433)

Recommended literature:

Nugent, N. (2017). The Government and Politics of the European Union. Palgrave Macmillan. (ISBN-13: 978-1137607687)

Pinder, J., & Usherwood, S. (2013). The European Union: A Very Short Introduction. Oxford University Press. (ISBN-13: 978-0199681693)

Richardson, J. (2015). European Union: Power and Policy-Making. Routledge. (ISBN-13: 978-0415739425)

Simms, B. (2019). Europe: The Struggle for Supremacy, from 1453 to the Present. Basic Books. (ISBN-13: 978-0465096763)

Wiener, A., & Diez, T. (Eds.). (2016). European Integration Theory. Oxford University Press. (ISBN-13: 978-0198820604)

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

Ability

- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.

- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

- He/she has a constant need for self-education and respect for the political opinions of others in public life.

- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Sándor Fekete, PhD, associate professor

Instructor involved in the teaching of the course (if any):

Name of the course: The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	

Curriculum place of the subject (number of semesters): **3**.

Prerequisites (if any): –

Course description: a concise yet informative description of the knowledge to be acquired

The aim of the course is to analyze the different political concepts of the Central Europe and to highlight the specifics of regional development in the past and present. Therefore the aim of the course will be to overcome the one-track national approaches and to develop the comparative and cross-regional approach with the understanding of the position of the Visegrad countries. To understand Central European developments since 1989 it is necessary to get acquainted with the main turning points of modern political and social history of the respective countries of Central European geopolitical space on one hand and to undertake some comparative research into similarities and differences of such developments on the other hand. Continuous attention will be dedicated to political elections in Central European countries (with emphasis on countries such as Czech Republic and Slovak Republic). Main topics: Introduction of the region and political development of Central Europe after the fall of the Habsburg Monarchy (foreign and bilateral policy, minorities); Transition to Democracy and problems with Democratic Consolidation; National minorities and minority legislation in the Visegrad countries; Central Europe in the Czech, Slovak and Hungarian foreign policy (common and individual interests); Visegrad group (constitution, development, interpretation).

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Tomas Kavaliauskas: Transformations in Central Europe between 1989–2012. Geopolitical, Cultural, and Socioeconomic Shifts. Lanham, Lexington Books, 2012. ISBN 978-0-7391-7410-4

I. Juraj Marušiak: Russia and the Visegrad Group – more than a foreign policy issue. International Issues & Slovak Foreign Policy Affairs, 2015. Nr. 1–2. 28–46.

Recommended literature:

Contemporary Political Parties and Party Systems in the Visegrad Group Countries. Ed.: Ewelina Kancik-Kořtun. Lublin, Maria Curie-Skłodowska University Press, 2018. ISBN 978-83-227-9150-9

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

– Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

– Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.

– The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

– The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

– Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

– Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.

– The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

– Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

– He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.

– To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

– In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

– He/she has a constant need for self-education and respect for the political opinions of others in public life.

– He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

– He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

– He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

– He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

– He/she participates responsibly in the creation and management of work units.

– He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Csaba Fazekas, Associate Professor, PhD, habil.

Instructor involved in the teaching of the course (if any): —

Core Courses Related to International Relations block (80-100 credits)	
Field: Practice of International Law (5-40 credits)	
Courses: 1) Human and Minority Rights 2) Case Studies in International Law	
Name of the course: Human and Minority Rights	ECTS credits: 4
Type of the course: obligatory/optional	
The degree of <u>theoretical</u> or practical nature of the subject, its 'training character': 55 (credit %)	
Type of lesson: <u>lecture</u> / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2 .	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
In the course, we will review the catalog of human rights and the international basic institutions for the protection of human rights. We will put special emphasis on the minority rights, what are their sources and what international human rights mechanisms are available to address issues concerning minorities. We will analyze the situation of minority rights in the world by reviewing Human Rights Watch's reports. Especially important topics would be education, land rights, linguistic rights, non-discrimination, participation, religion, rights to development and self-determination. Refugee and asylum seeker's rights and also adjudications regarding them will be discussed in the course.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	

Mandatory literature:

UN (1948): Universal Declaration of Human Rights. available: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

RAIO Directorate – Officer Training / RAIO Combined Training Program (2019): *International Human Rights Law. Training Module*. available at:

<https://www.uscis.gov/sites/default/files/document/foia/International>

Human_Rights_Law_RAIO_Lesson_Plan.pdf

UN (2010): *Minority Rights: International Standards and Guidance for Implementation*. NY-Geneva. available at:

https://www.ohchr.org/sites/default/files/Documents/Publications/MinorityRights_en.pdf

Recommended literature:

Human Rights Watch’s reports on their website: <https://www.hrw.org/about/about-us>

UN High Commissioner for Refugees (UNHCR) (2014): *A Thematic Compilation of Executive Committee Conclusions (7th Edition)*, available at: <https://www.refworld.org/docid/5698c1224.html> [accessed 10 April 2023]

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Virág Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

Name of the course: Cases Studies in International Law	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or <u>practical</u> nature of the subject, its 'training character': 75 (credit %)	

Type of lesson: lecture / seminar / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:

Assessment method (exam / term mark / other): exam

Curriculum place of the subject (number of semesters): **2**.

Prerequisites (if any):

Course description: a concise yet informative description of the knowledge to be acquired

The aim of the course is to apply theoretical knowledge of international law and better understand actual world political events, happenings, conflicts between states, human rights violations. We will review the practice of the International Criminal Court and International Court of Justice. In details we will deal with certain legal cases in more detail, like the Gabcikovo-Nagymaros case, the strategic litigation programme of Minority Rights Group International and the international recognition of Kosovo. We will learn about peacemaking, peaceenforcement and peacekeeping cases, the Oslo process (PLO-Israel, norwegian facilitators) and the Afghanistan case (NATO-led missions).

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Minority Rights Group: Legal cases. available at: <https://minorityrights.org/programmes/legal-cases/>

The International Court of Justice (2018): Handbook. ISBN 978-92-1-157364-0

<https://www.icj-cij.org/sites/default/files/documents/handbook-of-the-court-en.pdf>

Stahn, Carsten (2017): Damned If You Do, Damned If You Don't: Challenges and Critiques of ICC Preliminary Examinations. SSRN Electronic Journal. DOI:10.2139/ssrn.2945466. ISSN 1556-5068

Kovács, Péter (2011): Nemzetközi közjog. Budapest, Osiris. ISBN 978-963-276-210-4

Recommended literature:

Depositary of treaties of UN on their webpage: <https://treaties.un.org/>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.
- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.
- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Course director (name, position, academic degree): Virág Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

<p>Core Courses Related to International Relations block (80-100 credits)</p> <p>Field: International Economics (5-40 credits)</p> <p>Course: 1) Theory and Practice of Economic Integration</p>	
<p>Name of the course: Theory and Practice of Economic Integration</p>	<p>ECTS credits: 5</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of <u>theoretical</u> or practical nature of the subject, its 'training character': 55 (credit %)</p>	
<p>Type of lesson: <u>lecture</u> / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (<u>exam</u>/ term mark / other): exam</p>	
<p>Curriculum place of the subject (number of semesters): 1.</p>	
<p>Prerequisites (if any):</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p>	
<p>In the course we shall go through the development of the theory of economic integration and also its practice. Among the three levels of economic integration we will put emphasis on global integration via World Trade Organization, and regional integration through a partnership between countries in the same geographical area approaches economic integration (ASEAN, NAFTA, USAN, European Union, AfCFTA, Eurasian Economic Union; Comprehensive Economic Partnership for East Asia, Transatlantic Free Trade Area). We will also analyse the new silk road, which encourage political and economic cooperation between China and its partner countries, but serves as a means of empire building.</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature:</p> <p>Grimwade, N. (2013). Theory of Economic Integration: A Review. The New Palgrave Dictionary of Economics, 1–12. doi:10.1057/978-1-349-95121-5_2869-1</p> <p>I.1.1 Miller, T (2019): China’s Asian dream: Empire building along the new silk road. Zed Books, ISBN 9781786997449</p> <p>Recommended literature:</p>	

Coleman, W. D.- Underhill, G R D (2002): Regionalism and global economic integration Europe, Asia and the Americas. London-NY:Routledge. ISBN 0-203-05835-6 Master e-book ISBN

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.

Ability

- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.

Attitude

- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

-He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Course director (name, position, academic degree): Virág Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

Core Courses Related to International Relations block (80-100 credits)	
Field: Analysis of International Relations (5-40 credits)	
Course: 1) The World Today: Foreign Policy Analysis	
Name of the course: The World Today: Foreign Policy Analysis	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The aim of the course is to learn the theoretical background of foreign policy analysis and its adaptation and application in practice. In addition, a strong emphasis will be placed on the potential difficulties and limitations of foreign policy analysis. The types and tools of foreign policy analysis will then be discussed, as well as ways of effectively gathering and organising information. During the course, current foreign policy processes and developments, potential crises and conflicts will be analysed and discussed in different perspectives.</p> <p>The world is constantly changing, international relations are evolving in different ways, and unexpected, dramatic and often revolutionary events are unfolding before our eyes, even in a short space of time. Following, discussing and analysing these processes from an expert perspective is the main objective of this practical course.</p>	

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Morin, Jean-Frédéric – Paquin, Jonathan (2018): *Foreign Policy Analysis. A Toolbox*. Cham: Palgrave Macmillan. ISBN 978-3-319-61002-3.

Breuning, Marijke (2007): *Foreign Policy Analysis. A Comparative Introduction*. New York: Palgrave Macmillan. ISBN 978-0-312-29619-3.

Alden, Chris – Aran, Amnon (2012): *Foreign Policy Analysis. New Approaches*. London: Routledge. ISBN 9781138934290.

Recommended literature:

Hudson, Valerie M. – Day, Benjamin S (2019): *Foreign Policy Analysis. Classic and Contemporary Theory*. Lanham: Rowman & Littlefield. ISBN 978-1-4422-7790-8.

Sørensen, Georg - Møller, Jørgen – Jackson, Robert (2022): *Introduction to International Relations: Theories and Approaches*. Eighth Edition. Oxford: OUP. ISBN 9780198862208

Neack, Laura (2018): *Studying Foreign Policy Comparatively. Cases and Analysis*. Lanham: Rowman & Littlefield. ISBN 978-1-5381-0961-8

Foreign Policy. Analyses: <https://foreignpolicy.com/channel/analysis/>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main current issues and dilemmas of Hungarian foreign policy.
- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.

- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.

- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.

- Ability to define the economic and political interests of the various players in the international system and their interrelationships.

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.

- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.

- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, habil, college professor

Instructor involved in the teaching of the course (if any): -

Core Courses Related to International Relations block (80-100 credits)	
Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages (5-30 credits)	
Course: 1) Reading Foreign Policy Texts 1. 2) Reading Foreign Policy Texts 2.	
Name of the course: Reading Foreign Policy Texts 1.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any): -	

Course description: a concise yet informative description of the knowledge to be acquired

In these interactive, practical courses, students are introduced to key foreign policy sources and texts. They read and analyse these various texts together and learn about the tools and specific terminology of diplomacy too. The first course will focus on the great classics of diplomacy (e.g. Satow, Kissinger).

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Hutchings, Robert – Suri, Jeremi (2019): *Modern Diplomacy in Practice*. Springer. ISBN 978-3-030-26933-3. Available here: <https://link.springer.com/book/10.1007/978-3-030-26933-3>

Satow, Ernest (2011): *A Guide to Diplomatic Practice. Vol. 1*. Cambridge: Cambridge UP. ISBN 9780511995194. Available here: <https://www.cambridge.org/core/books/guide-to-diplomatic-practice/CE8BCA8ECE89A4F5D89191AA7FC5B0B8>

Kissinger, Henry (1994): *Diplomacy*. New York: Simon and Schuster. ISBN 978-0-671-65991-2.

Recommended literature:

Clark, Michael ed. (1989): *Understanding Foreign Policy. The Foreign Policy Systems Approach*. Cheltenham: Edward Elgar Publishing. ISBN 9781852781231. Available here: <https://www.elgar.com/shop/gbp/understanding-foreign-policy-9781852781255.html>

Mc Cormick, James M. (2017): *The Domestic Sources of American Foreign Policy: Insights and Evidence*. Lanham: Rowman & Littlefield. ISBN 978-1-4422-7536-2. Available here: <https://rowman.com/ISBN/9781442275362/The-Domestic-Sources-of-American-Foreign-Policy-Insights-and-Evidence-Seventh-Edition>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.

- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): László Kürti, PhD, habil

Instructor involved in the teaching of the course (if any): Zsolt András Udvarvölgyi, PhD, habil, College Prof.

Name of the course: Reading Foreign Policy Texts 2.	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	

In these interactive, practical courses, students are introduced to key foreign policy sources and texts. They read and analyse these various texts together and learn about the tools and specific terminology of diplomacy too. Particular emphasis will be placed on the most important international treaties, in particular related to the UN, the EU and the NATO.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Hutchings, Robert – Suri, Jeremi (2019): *Modern Diplomacy in Practice*. Springer. ISBN 978-3-030-26933-3. Available here: <https://link.springer.com/book/10.1007/978-3-030-26933-3>

United Nations Charter (1945). Available here:

<https://www.un.org/en/about-us/un-charter>

Foster, Nigel: *Blackstone's EU Treaties & Legislation*. Oxford: OUP. ISBN 9780192858641.

NATO (2022): *Experts' Corner on the Founding Treaty (Origins Era)*. Available here:

<https://www.nato.int/cps/en/natohq/135662.htm>

Recommended literature:

Clark, Michael ed. (1989): *Understanding Foreign Policy. The Foreign Policy Systems Approach*. Cheltenham: Edward Elgar Publishing. ISBN 9781852781231. Available here: <https://www.elgar.com/shop/gbp/understanding-foreign-policy-9781852781255.html>

UN/Department of Public Information (2018): *The Essential UN*. New York: UN/Department of Public Information. ISBN 9789211013726. Available here: <https://shop.un.org/books/essential-un-20357>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.

- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Prof. Dr. László Kürti

Instructor involved in the teaching of the course (if any): Dr. habil. Zsolt András Udvarvölgyi, PhD, College Prof.

<p>Specialisations within the Core Courses Related to International Relations Block (Block (the minimum number of credits of specialised knowledge is 30 credits)</p> <p>Specialisation Nr. 1. China and South-East and Central Asian Region</p> <p>Courses: 1) Chinese Language 1. 2) China Culture and Knowledge 1. 3) The Politics of China and South-East Asia in 20th and 21st Centuries 4) Chinese Language 2. 5) China Culture and Knowledge 2. 6) The Economy of China and South-East Asia in 20th and 21st Centuries 7) Chinese Language 3. 8) China Culture and Knowledge 3. 9) Central Asia in the 20th - 21st Centuries</p>	
<p>Name of the course: Chinese Language 1.</p>	<p>ECTS credits: 4</p>

Type of the course: <u>obligatory</u> /optional
The degree of theoretical or practical nature of the subject, its 'training character':
Type of lesson: lecture / seminar / <u>practice</u> / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test
Curriculum place of the subject (number of semesters): 2.
Prerequisites (if any): -
Course description: a concise yet informative description of the knowledge to be acquired
<p>This course is designed for students who have little or no prior knowledge of Mandarin Chinese, the modern spoken and written national language of China. One of the aims of the course is to raise students' interest in the Chinese language. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.</p> <p><u>Objectives of the course:</u></p> <ul style="list-style-type: none"> • Learn to use the Pinyin system as a tool; • Learn approximately 75 Chinese characters and phrases; • Develop basic literacy in Chinese characters; • Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; • Be able to participate in short conversations in Chinese on everyday life topics. <p>The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)
<p>Mandatory literature:</p> <p>Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014</p> <p>Recommended literature:</p> <p>Highly recommended books:</p> <p>Ma Jianfei, Great Wall Chinese. Beijing Language and Culture Press, 2006</p> <p>Zeng Xiaoyu, Experiencing Chinese(life). Beijing Higher Education Press, 2011</p>

Wang Yu, Comprehensive Elementary Chinese Course. Beijing University Press, 2008

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Gergely, Noémi, MA, language teacher

Instructor involved in the teaching of the course (if any): Liu, Guoyan, MA, Associate Professor

Name of the course: Chinese Language 2.

ECTS credits: 4

Type of the course: obligatory/optional

The degree of theoretical or practical nature of the subject, its 'training character':
Type of lesson: lecture / seminar / <u>practice</u> / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test
Curriculum place of the subject (number of semesters): 3 .
Prerequisites (if any): Chinese Language 1.
Course description: a concise yet informative description of the knowledge to be acquired
<p>As the continuation of the Chinese Language 1 course, this is designed for students who have little knowledge of Mandarin Chinese, the modern spoken and written national language of China. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.</p> <p><u>Objectives of the course:</u></p> <ul style="list-style-type: none"> • Continue to learn to use the Pinyin system as a tool; • Develop basic literacy in Chinese characters; • Learn approximately 150 Chinese characters and phrases; • Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; • Be able to participate in short conversations in Chinese on everyday life topics. <p>The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)
<p>Mandatory literature:</p> <p>Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014</p> <p>Recommended literature:</p> <p>Highly recommended books:</p> <p>Ma Jianfei, Great Wall Chinese. Beijing Language and Culture Press, 2006</p> <p>Zeng Xiaoyu, Experiencing Chinese(life). Beijing Higher Education Press, 2011</p> <p>Wang Yu, Comprehensive Elementary Chinese Course. Beijing University Press, 2008</p>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Liu, Guoyan, Master teacher

Instructor involved in the teaching of the course (if any): Gergely, Noémi, MA, language teacher

Name of the course: Chinese Language 3.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / seminar / <u>practice</u> / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): Chinese Language 2.	
Course description: a concise yet informative description of the knowledge to be acquired	
As the continuation of the Chinese Language 1 and 2 courses, it is designed for students who have learned Mandarin Chinese for about 60 hours systematically, the modern spoken and written national language of China. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.	
<u>Objectives of the course:</u>	
<ul style="list-style-type: none"> • Continue to learn to use the Pinyin system as a tool; • Develop basic literacy in Chinese characters; • Learn approximately 200 Chinese characters and phrases; • Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; • Be able to participate in short conversations in Chinese on everyday life topics. 	
After completing the course, students will be able to pass the HSK1 language exam.	
The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills.	
The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	
<p>Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014</p> <p>Jiang Liping, HSK Standard Course 2. Beijing Language & Culture University Press, 2014</p>	

Recommended literature:

Highly recommended books:

Ma Jianfei, Great Wall Chinese. Beijing Language and Culture Press, 2006

Zeng Xiaoyu, Experiencing Chinese(life). Beijing Higher Education Press, 2011

Wang Yu, Comprehensive Elementary Chinese Course. Beijing University Press, 2008

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Liu, Guoyan, Master teacher

Instructor involved in the teaching of the course (if any): Gergely, Noémi, MA, language teacher

Name of the course: China Culture and Knowledge 1.	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>This course is generally designed to present students an overview of Chinese culture and civilization in different aspects, aiming to develop student's cross-culture awareness in communication which might be helpful in their future career in the field of international relations.</p> <p>For China culture and knowledge 1, the focus will be on introduction of Chinese culture from language perspective and the active practice of conventions.</p> <p>The native-speaker teachers hold the seminars to deliver the authentic cultural and social knowledge.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>HE Qiliang & ZHANG Ye (何其亮 张晔), A Talk on Traditional Chinese Culture--The Language Perspective, Zhejiang University Press</p> <p>Recommended literature:</p> <p>SHU Dingfang, New Target College English Readings in Chinese Culture (中国文化英语教程), Shanghai Foreign Language Education Press, 2016</p>	

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems, which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Fan, Liyun, Master teacher

Instructor involved in the teaching of the course (if any): Wang, Zhichun, MA, Chinese teacher

Name of the course: China Culture and Knowledge 2.	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any): China Culture and Knowledge 1.	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>For China culture and knowledge 2, the focus will be on the living situation of contemporary Chinese and the cultural reflection, aiming to give a description of the nature and common state of culture on the perspective of philosophy and in the way of Chinese traditional thinking. Multiple Characters of Chinese Traditional Culture will be explored from cultural theory perspective.</p> <p>In addition, contemporary China from the aspects of politics, economy will be introduced.</p> <p>The native-speaker teachers hold the seminars to deliver the authentic cultural and social knowledge.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>LI Deshun, On Chinese Culture translated by TIAN Linan, Springer & Heilongjiang Education Press, 2012</p> <p>Recommended literature:</p> <p>Scott D. Seligman , Chinese Business Etiquettes: a guide to preotocol, manners, and culture in the People's Republic of China , Warner Buisiness Books, 1976</p> <p>XU Guobin, CHEN Yanhui et.al., Introudction to Chinese Culture: Cultural History, Arts, Festivals, and Rituals, South China University of Technology Press, 2018, ISBN 978-981-10-8156-9</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	
<p>Knowledge</p> <p>- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.</p>	

- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems, which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Fan, Liyun, Master teacher

Instructor involved in the teaching of the course (if any): Wang, Zhichun, MA, Chinese teacher

Name of the course: China Culture and Knowledge 3.	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): China Culture and knowledge 2.	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>For China culture and knowledge 3, wide variety of topics will be covered from philosophy, economics, and history to law, cultural geography and regional politics, including the Origins of Chinese Civilization, Ancient Chinese Society and the Change of Dynasties, new issues in the Modern History of China and so on.</p> <p>The native-speaker teachers hold the seminars to deliver the authentic cultural and social knowledge.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>ZHANG Qizhi, An Introduction to Chinese History and Culture, Springer and Foreign Language Teaching and Research Press of China. 2015</p> <p>Recommended literature:</p> <p>LI Li, China's Cultural Relics translated by Zhurun, China Intercontinental Press, 2004</p> <p>WANG Wen, JIA Jinjing et. al., Profound Changes Unseen in Centuries: An overview of China, Beijing Normal University Press, ISBN 978-981-16-7418-1</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	
<p>Knowledge</p> <ul style="list-style-type: none"> - He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the specificities of main civilisations, cultures and major world religions. 	

- Knowledge and understanding of the domestic, European and global social problems, which determine the basic trends in social science thinking.

- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Fan, Liyun, Master teacher

Instructor involved in the teaching of the course (if any): Wang, Zhichun, MA, Chinese teacher

Name of the course: The Politics of China and South-East Asia in the 20th and 21st Centuries

ECTS credits: 5

Type of the course: obligatory/optional

The degree of theoretical or practical nature of the subject, its 'training character':

Type of lesson: lecture / seminar / practice / consultation and number of lessons: **30** in a given semester,

Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:
Assessment method (<u>exam</u> / term mark / other): exam, oral examination
Curriculum place of the subject (number of semesters): 2.
Prerequisites (if any): -
Course description: a concise yet informative description of the knowledge to be acquired
<p>In the framework of the subject, students get acquainted with the politics and political systems of East and South-East Asian countries, their development and characteristics. The mechanism of the so-called developmental state (coordination) is presented and evaluated.</p> <p>The course offers core knowledge to introduce and understand the role of states, and the decision making procedures. The South-East Asian countries accumulated an essential experience on integration and eco-political cooperation (ASEAN).</p> <p>The teaching is supported by online applications and electric materials, multimedia contents.</p>
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)
<p>Mandatory literature:</p> <p>Kolodko, Grzegorz W: China and the future of globalization: The political economy of China's rise, London, Tauris 2020.</p> <p>Shambaugh, David: China's Future. Polity Published, 2016.</p> <p>Recommended literature:</p> <p>Economy, Elizabeth C.: The Third Revolution: Xi Jinping and the New Chinese State. Oxford, Oxford University Press, 2018.</p> <p>Idris, Aida – Kamaruddin, Nurliana (ed.): ASEAN Post-50: Emerging Issues and Challenges, Singapore, Springer, 2019</p>
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes
<p>Knowledge</p> <ul style="list-style-type: none"> - Knowledge of the context of the most significant world political conflicts and crises of the 21st century. - Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy. - Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Kuttor, Dániel, PhD, Associate professor

Instructor involved in the teaching of the course (if any): -

Name of the course: The Economy of China and South-East Asia in the 20th and 21st Centuries	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam, oral examination	

Curriculum place of the subject (number of semesters): **3.**

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

In the 20th Century the Asian economies' modernisation and integration could be observed. The economic opening of the countries has transformed not only the continent, but the entire world.

The development has reallocated the economic resources and actors both in space and sectors.

China deserves special attention due to its history, size and location. The complexity and uniqueness of the largest Asian economy has already generated many investigations, studies, presentations and discussions about its special situation and relationships. The course offers a synthesis of these publications.

The teaching is supported by online applications and electric materials, databases.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Wu Jinglian: Chinese Economic Reform. Singapore, Thomson HE, 2005.

Nolan, Peter: China and the global economy: National champions, industrial policy and the big business revolution, New York, Palgrave, 2001.

Dent, Christopher M.: Asia-Pacific economic and security co-operation: New regional agendas. New York, Palgrave Macmillan, 2009.

Recommended literature:

Jinglian Wu: Understanding and Interpreting Chinese Economic Reform, Texere, 2005.

OECD: Economic surveys, 2005: China, Paris, 2005.

Doug Guthrie: China and globalization. The social, economic and political transformation of Chinese society. New York, Routledge, 2012.

Kuttor, D: New drivers of industrialization and novel aspects of Hungarian-Chinese bilateral cooperation Chinese foreign investments in Hungary, Tér és Társadalom, 36(3), 2022

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.

- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.

- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

Course director (name, position, academic degree): Kuttor, Dániel, PhD, Associate professor

Instructor involved in the teaching of the course (if any):-

Name of the course: Central Asia in the 20th - 21st Centuries	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 90-10%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of this course is to explore one of the least known, yet very important and exciting regions of the world, Central Asia, focusing in particular on events in the 20th and 21st centuries, but without avoiding the events of the past. We will focus primarily on the Central Asian republics of the former Soviet Union, and then on independent Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan and the somewhat different Tajikistan, all countries declared independence in 1991, but we cannot ignore Afghanistan as well. We also look at China and Mongolia. We look at the history of the Khanates, then the decades of Soviet rule, and finally the eventful, controversial and often turbulent period of the last 30 years or so. The lectures will also analyse the region from geopolitical, economic, social, religious and cultural perspectives.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Khalid, Adeeb (2022): <i>Central Asia. A New History from the Imperial Conquest to the Present</i>. Princeton: Princeton University Press. ISBN 9780691161396.</p>	

Malikov, Yuriy (2019): *Modern Central Asia. A Primary Source Reader*. Lanham: Lexington Books. ISBN 978-1-7936-1217-5.

Sahadeo, Jeff – Zanca, Russell (2007): *Everyday Life in Central Asia: Past and Present*. Bloomington: Indiana University Press. ISBN 9780253219046. Available here: <https://www.jstor.org/stable/j.ctt16gznnw>

Recommended literature:

Hiro, Dilip (2009): *Inside Central Asia: A political and cultural history of Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkey, and Iran*. New York: Peter Meyers Publishers. ISBN 9781590202210.

Cummings, Sally N. (2012): *Understanding Central Asia. Politics and contested transformations*. Abingdon: Routledge. ISBN 978-0415297035

Vambéry, Arminius (1864): *Travels in Central Asia*. London: Spottiswoode and Co. Available here: <https://www.gutenberg.org/files/41751/41751-h/41751-h.htm>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor

Instructor involved in the teaching of the course (if any): -

Specialisations within the Core Courses Related to International Relations Block (Block (the minimum number of credits of specialised knowledge is 30 credits)

<p>Specialisation Nr. 2. Central Europe (Nations and Minorities)</p> <p>Courses: 1) Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21st Centuries in Central Europe 2) The Historical Concept of Central Europe: Approaches, Theories and Debates 3) National Policy of Hungary 4) Roma Society in Central Europe 5) Past and Present of Hungarian Beyond the Borders. Reading Seminar 6) Nations and Cultures in Central Europe in the 19th and 20th Centuries 7) Central Europe: Approaches for Social Theory and Social Psychology 8) Balkan Studies. Seminar 9) Jewish Integration, Anti-Semitism and Holocaust in Central Europe</p>	
<p>Name of the course: Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21st Centuries in Central Europe</p>	<p>ECTS credits: 5</p>
<p>Type of the course: <u>obligatory</u>/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character':</p>	
<p>Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (exam / term mark / other): term mark</p>	
<p>Curriculum place of the subject (number of semesters): 2.</p>	
<p>Prerequisites (if any):</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p>	
<p>During the course students will be acquainted with the most important legal documents related to minority protection in Central Europe, furthermore they will have a detailed legal, historical, demographical, sociological, historical, and political knowledge about the region's interethnic relations. Doing so, students will learn about the basic concepts stemming from minority sociology, anthropology, social-psychology and nationalism studies which are necessary for interpretation for interethnic relations. By complying the course students will be able to identify, to understand and interpret social processes regarding national and ethnic minorities, the role of kin-state and everyday practice of nationalising nation state.</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature:</p> <p>Bárdi, Nándor – Fedinec, Csilla – Szarka, László (ed.): Minority Hungarian communities in the twentieth century. Boulder, Atlantic Research and Publications, Inc., 2011. (East European monographs; 774.) (ISBN 978-0-88033-677-2) 503–516. p.</p> <p>Lantschner, E. – Constantin, S. – Marko, J. (ed.): Practice of Minority Protection in Central Europe. Nomos, Baden, 2012. (ISBN 978-3-8329-6025-4)</p>	

Vizi, B. – Lattmann, T. (ed.): International Protection of Human Rights. Budapest, Nemzeti Közszoigálati Egyetem, 2014. 144 p. (ISBN 978-615-5491-42-9)

Recommended literature:

Kállai, E. (ed.): The Gypsies/The Roma in Hungarian Society. Budapest, Teleki László Alapítvány, 2002. 117 p.

Rechel, B. (ed.): Minority Rights in Central and Eastern Europe. London: Routledge, 2009. 119–134. p. (ISBN:978-0-203-88365-5)

Szarka, L. (ed.): Hungary and the Hungarian minorities: trends in the past and in our time. Boulder: Social Science Monographs – Atlantic Research and Publications, Inc., 2004.(Atlantic Studies in Society on Change, ISSN 1048-4930 / East European monographs, 1083-2890; 122, 657.) (ISBN 0-88033-556-4)

Annual issues of *Minority Research* and *Regio* reviews.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

Knowledge of the main current issues and dilemmas of Hungarian foreign policy.

Knowledge of human rights and minority rights regimes and their regional systems.

Ability

Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.

Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.

Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.

Attitude

Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

Autonomy and responsibility

He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Attila Papp Z., PhD, habil. professor

Instructor involved in the teaching of the course (if any):

Name of the course: The Historical Concept of Central Europe: Approaches, Theories and Debates	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional (compulsory elective)	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2 .	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	

The lectures offer an overview about the theories, which aim to understand the identity of Central Europe. The literature of this topic includes a wide range of academic work, which differs fundamentally in terms of the geographical-political borders of the region, the emphases they attribute to the various characteristics in forming Central European identity, as well as their orientation to mere theoretical significance or one with practical relevance towards future political structures. The course covers historiographical and historical material and has a clear objective to help the students to a deeper reflection of Central European cultural identity. We follow the historiographical process by which the originally politically inspired concept is increasingly interwoven by cultural and social historical approaches and methods. The course also discusses and interprets the changing popularity of the approach 'Central Europe' in academic discourse.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Wandycz, Piotr S.: The Price of Freedom. London, New York, 2001, Routledge. (ISBN: 978-0415254915)

Schöpflin, Georg – Wood, Nancy (ed.): In Search of Central Europe. Cambridge, 1989, Cambridge UP. (ISBN: 0-7456-0547-8)

Ash, Timothy Garton: The Uses of Adversity. Essays on the Fate of Central Europe. Cambridge, 1989. (ISBN: 0-14-014018-2)

Szűcs, Jenő: The three historical regions of Europe: An outline. In: Acta Historica Academiae Scientiarum Hungariae, vol. 29. (1983) no. 2–4. 131–184. p.

Haleski, Oskar: Borderlands of Western Civilization. A History of East Central Europe. London, 1952. (ISBN: 0-9665734-8-X)

Recommended literature:

Tägil, Sven (ed.): Regions in Central Europe: the Legacy of History. London, 1999. (ISBN: 1-85065-552-9)

Hanák, Péter: The Garden and the Workshop: Essays on the Cultural History of Vienna and Budapest, 1998, Princeton, Princeton UP. (2. ed.: 1999, ISBN: 0-691-01554-6)

Jászi, Oszkár: The Dissolution of the Habsburg Monarchy. Chicago, 1929, University of Chicago Press.

Kann, Robert A.: The Peoples of the Eastern Habsburg Lands, 1526–1918, Seattle, 1984. (ISBN: 0-295-96095-7)

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the specificities of main civilisations, cultures and major world religions.

- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

Course director (name, position, academic degree): Árpád Tóth, PhD, habil. Associate professor

Instructor involved in the teaching of the course (if any): Gergely Kunt, PhD, Associate professor

Name of the course: National Policy of Hungary

ECTS credits: **4**

Type of the course: **obligatory**/optional

The degree of theoretical or **practical** nature_of the subject, its 'training character': 30-70%

Type of lesson: lecture / **seminar** / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-

Assessment method (exam / term mark / other): **term mark**

Curriculum place of the subject (number of semesters): **2.**

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

During the course we will discuss the foundations of Hungarian national policy, its formal and substantive framework, and clarify the concepts of „nation”, „state” and „minority”. We will also briefly review the history of Hungarian minorities. Special emphasis will be placed on the international framework and context of Hungarian national policy in international law and European Union law. The history and current situation of Hungarian political parties and movements and minority organisations in neighbouring countries, in particular Romania, Slovakia, Serbia, Ukraine, Croatia and Slovenia, will also be discussed. We will also cover the demographic situation, educational, cultural and ecclesiastical organisations of Hungarians living beyond the borders. It is important to discuss the Act of Hungarians living in neighbourhood countries („Status Law”) and Hungarian citizenship. Finally, we will attempt to discuss the national policies of the Hungarian governments that have been in power since 1990.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Bárdi, Nándor (2003): Hungary and the Hungarians Living Abroad: a Historical Outline. in: Regio 6/1. pp. 121-138. Available here: https://www.academia.edu/en/8367145/Hungary_and_the_Hungarians_Living_Abroad_a_Historiccal_Outline_Regio_2003_121_138_p

Kántor, Zoltán - Majtényi, Balázs – Osamu, Ieda, - Vizi, Balázs – Halász, Iván (eds.) (2004): *The Hungarian Status Law: Nation Building and/or Minority Protection*. in: 21st Century COE Program Slavic Eurasian Studies. No. 9. Sapporo: Slavic Research Center, Hokkaido University. Available here: https://src-h.slav.hokudai.ac.jp/coe21/publish/no4_ses/contents.html

Bárdi, Nándor – Fedinec, Csilla – Szarka, László (2011): *Minority Hungarian Communities in the Twentieth Century*. in: Romsics, Ignác (ed.): *Atlantic Studies on Society in Change*. No. 138. New York: Columbia University Press. ISBN 978-0-88033-677-2. Available here: http://real.mtak.hu/20674/1/minority2011_final.pdf

Kovács, Eszter (2020): *Diaspora Policies, Consular Services and Social Protection for Hungarian Citizens Abroad*. In: Lafleur JM., Vintila D. (eds.): *Migration and Social Protection in Europe and Beyond (Volume 2)*. IMISCOE Research Series. Cham: Springer. The open access chapter is available at: https://link.springer.com/chapter/10.1007/978-3-030-51245-3_14 or: http://real.mtak.hu/147310/1/978-3-030-51245-3_14.pdf

Recommended literature:

Osamu, Ieda (ed.) (2006): *Beyond Sovereignty: From Status Law to Transnational Citizenship?* in: 21st Century COE Program Slavic Eurasian Studies. No. 9. Sapporo: Slavic Research Center, Hokkaido University. Available here: https://src-h.slav.hokudai.ac.jp/coe21/publish/no9_ses/contents.html

Répás, Zsuzsanna (ed.) (2013): *Policy for Hungarian Communities Abroad. Strategic Framework for Hungarian Communities Abroad*. Budapest: Ministry of Public Administration and Justice. State Secretariat for Hungarian Communities Abroad. Available here: https://bgazrt.hu/wp-content/uploads/2019/02/policy_2013.pdf

Hungarian Register. Available here: <http://www.nemzetiregiszter.hu/main-page>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main current issues and dilemmas of Hungarian foreign policy.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.

- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor

Instructor involved in the teaching of the course (if any): -

Name of the course: Roma Society in Central Europe	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 40-60%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The course provides a general background to the study of Central European Romani communities, their history, culture and social and political organizations. It also concentrates on socialist and post socialist policies towards the Roma, with a special focus on the impact of post socialist European policies on Romany identity-building processes. During the semester, the issue of ethnic identity, the categorization of Roma, the question on ethnic data, as well as the approaches of Roma question (such as historical point of view, social situation perspective, cultural point of view and social-psychological point of view) will also be highlighted. The second part of the course is dedicated to country studies, looking in more details on the country-specific conditions of Romani communities. The course aims to improve the students understanding of key concepts and ideas regarding the Roma, such as equal opportunity, cultural reproduction of discrimination, assimilation, segregation, etc. It also focuses on improving critical thinking skills by analyzing and understanding different policies towards Roma in Central European countries.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Guy, Will (ed.): <i>Between Past and Future. The Roma of Central and Eastern Europe</i>. Hatfield, University of Hertfordshire Press, 2001.</p> <p>Stauber, Roni – Vago, Raphael (ed.): <i>The Roma. A Minority in Europe. Historical, Political and Social perspectives</i>. Budapest-New York, Central European University Press, 2007.</p> <p>Stewart, Michael – Márton, Rövid (ed.): <i>Multidisciplinary Approaches to Romany Studies. Selected papers from the participants of Central European University's Summer Course, 2007–2009</i>. Budapest-New York, Central European University Press, 2011.</p> <p>Szelényi, Iván – Ladányi, János: <i>Patterns of Exclusion. Constructing Gypsy Ethnicity and the Making of an Underclass in Transitional Societies of Europe</i>. New York: Columbia University Press, 2006</p> <p>Recommended literature:</p> <p>Gay y Blasco, Paloma: <i>Gypsy/Roma Diasporas. Introducing a Comparative Perspective</i>. In: <i>Social Anthropology</i>, 2002. Vol. 10. No. 2.</p> <p>Pénzes, J. – Radics, Zs. (ed.): <i>Roma Population on the Peripheries of the Visegrad</i></p>	

Countries-Spatial Trends and Social Challenges. Debrecen, Didakt kft., 2012.

Vermeersch, P.: The Romani Movement. Berghahn Books, New York, 2007.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application
- He/she is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of human rights and minority rights regimes and their regional systems.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): -

Name of the course: Past and Present of Hungarians Beyond the Borders. Reading Seminar

ECTS credits: 4

Type of the course: **obligatory**/optional

The degree of theoretical or **practical** nature_of the subject, its 'training character': 10-90%

Type of lesson: lecture / **seminar** / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-

Assessment method (exam / term mark / other): **term mark**

Curriculum place of the subject (number of semesters): **3**.

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

In connection with the previous course, „National Policy of Hungary”, we will study the past and present of Hungarians living beyond the borders of Hungary in more detail in these classes. We will look at the turbulent history of the indigenous Hungarian minorities living in Romania, Slovakia, Serbia, Ukraine, Croatia, Slovenia and Austria and the most important political-economic-social developments related to them after the transition. We will also look at the situation of the Hungarian diaspora in other European countries and around the world. This will be a classic „old-fashioned” reading seminar, where students will read and work through the required and recommended readings at home and discuss them during the course. The reading list might of course be extended according to the students’ individual research.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Gereben, Ferenc (ed.) (2002): *Hungarian Minorities and Central Europe. Regionalism, National and Religious Identity*. Piliscsaba: Pázmány Péter Catholic University Faculty of Humanities. ISBN 963 9296 40 6. Available here: <https://mek.oszk.hu/20000/20020/20020.pdf>

Bárdi, Nándor – Fedinec, Csilla – Szarka, László (2011): *Minority Hungarian Communities in the Twentieth Century*. in: Romsics, Ignác (ed.): *Atlantic Studies on Society in Change*. No. 138. New York: Columbia University Press. ISBN 978-0-88033-677-2. Available here: http://real.mtak.hu/20674/1/minority2011_final.pdf

Bárdi, Nándor (2005): *Generation Groups in the History of Hungarian Minority Elites*. in: Regio 8/1. pp. 109-124. Available here: <https://www.ceeol.com/search/article-detail?id=90860>

Bárdi, Nándor (2013): *Different Images of the Future of the Hungarian Communities in Neighbouring Countries, 1989–2012*. in: European Review 21/4. October. pp. 530-552. Available here: <https://www.cambridge.org/core/journals/european-review/article/abs/different-images-of-the-future-of-the-hungarian-communities-in-neighbouring-countries-19892012/870A1F5DC9E54208D689B54DE3A5CE08>

Recommended literature:

Kontler, László (2009): *A History of Hungary. Millenium in Central Europe*. Budapest: Atlantisz. ISBN: 9789639777057.

Kocsis, Károly – Kocsis-Hodosi Eszter (1998): *Ethnic Geography of the Hungarian Minorities in the Carpathian Basin*. Budapest: Geographical Research Institute Research Centre for Earth Sciences and Minority Studies Programme Hungarian Academy of Sciences. ISBN 963 7395 84 9. Available here: http://www.mtafki.hu/konyvtar/kiadv/Ethnic_geography.pdf

Ferencz S. Alpár et al. (2020): *The Szeklers: An Illustrated History*. Székelyudvarhely: Hargita Megyei Hagyományörzési Forrásközpont.

Hungarian Journal of Minority Studies Vol. 1. (2017) Available here: <https://bgazrt.hu/hungarian-journal-of-minority-studies-vol-i-2017/>

Hungarian Journal of Minority Studies Vol. 3. (2020) Available here: <https://bgazrt.hu/hungarian-journal-of-minority-studies-vol-iii-2020/>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main current issues and dilemmas of Hungarian foreign policy.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to define the economic and political interests of the various players in the international system and their interrelationships.

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor

Instructor involved in the teaching of the course (if any): -

<p>Name of the course:</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries</p>	<p>ECTS credits: 5</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character':</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (exam / term mark / other): oral exam, presentation</p>	
<p>Curriculum place of the subject (number of semesters): 3.</p>	
<p>Prerequisites (if any): -</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p>	
<p>This course's aim is to provide students with an overview of nineteenth- and twentieth-century history while also examining the social changes that occurred in Central Europe during this period. The course material expressly distances itself from the discussion of single political or historical events in favor of analyzing certain issues and methods. Within this context the course will focus on nationalism, national movements, the tools used for nation building and interethnic conflicts. Fascism and communism will be discussed from the viewpoint of the everyday citizen living at the time. To gain a deeper and more comprehensive understanding of the period's history and culture, five film viewings will be held as a part of the course.</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature:</p> <p>Larry Wolff: <i>Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment</i>. Stanford, Calif.: Stanford University Press, 1994, pp. 1-16.</p> <p>Igor Cusack: African National Anthems: 'Beat the Drums, the Red Lion Has Roared' <i>Journal of African Cultural Studies</i>, Vol. 17, No. 2 (Dec., 2005), pp. 235-251</p>	

Eric Hobsbawm: Mass-Producing Traditions: Europe, 1870-191, in E.Hobsbawm and Terence Ranger, eds. *The Invention of Tradition* (Cambridge1983), 1-14.

Claire E.Nolte: All For One! One for All! The Federation of Slavic Sokols and the Failure of Neo-Slavism. In. Pieter M. Judson, Marsha L. Rozenblit, eds. *Constructing Nationalities in East Central Europe*. Oxford: Berghahn Books, 2005. pp. 126-141.

Maria Todorova, "Between Classification and Politics: The Balkans and the Myth of Central Europe," in Maria Todorova: *Imagining the Balkans*. London: Oxford University Press, 1997, pp. 140-160.

Pieter M. Judson: *The Habsburg Empire. A New History*. The Belknap Press of the Harvard University Press, Cambridge MA. pp. 333-384

Recommended literature:

Iván T. Berend: *The crisis zone of Europe : an interpretation of East-Central European history in the first half of the twentieth century*: Cambridge : Cambridge University Press, 1986

Lonnie Johnson: *Central Europe: Enemies, Neighbors, Friends*: New York, Oxford, 2002.

Paul Robert Magocsi: *Historical Atlas of East Central Europe*. Seattle, London: University of Washington Press, 1993.

R. J. Crampton: *Eastern Europe in the Twentieth Century – and After*. New York: Routledge, 1997,

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.

He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.

He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Ability

Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.

Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.

Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.

Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.

Attitude

Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.

He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.

He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.

Autonomy and responsibility

He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Course director (name, position, academic degree): Gergely Kunt, PhD, associate professor

Instructor involved in the teaching of the course (if any):

Name of the course: Central Europe: Approaches for Social Theory and Social Psychology	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 40-60%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The aim of the course is to introduce students into the discourse on the historical and cultural characteristics of the Central European region. According to Jenő Szűcs in Europe three historical regions have developed. In the Western region as a result of the legacy of the Western Roman Empire self-organization, autonomy, scale free accumulation of goods, continuous growth and competition were prevalent. In contrast, in the Eastern European regions as a result of the legacy of Byzantium centralization, rigidity, orthodoxy and neglect of human rights were concomitant. The processes and institutions of modernization, such as individualization, secularization, rationalization and nation state, market economy, class structure have emerged first in the West and last in the East. Accordingly, Central Europe was not the first to see modernization and it has some implication even in the 21st century. During the seminars we will give special attentions to question such as what is Europe, the three historical regions of Europe, the golden age, national revival, independence, Soviet dominance in Central Europe, cultural correspondances, mental correspondances, lack of anticolonial experience, smallness, losers and winners, social entropy resistant groups, minorities, backwardness, periphery, anti-semitism, nationalism, and the future of Central Europe.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Bianchini, S. 2019. Liquid Nationalism and State Partitions in Europe. Edward Elgar Csepeli, Gy - Örkény A. 2020. Nation and Migration. Budapest. CEU Press Szűcs J., Parti, J. 1983. The Three Historical Regions of Europe. Acta Historica Academiae Scientiarum Hungaricae, 19, 2-4. https://www.jstor.org/stable/42555425</p> <p>Recommended literature:</p> <p>Snyder, T. 2010. Bloodlands: Europe Between Hitler and Stalin. New York: Basic Books</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	

Knowledge

- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main current issues and dilemmas of Hungarian foreign policy.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she participates responsibly in the creation and management of work units.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): György Csepeli, DSc, professor emeritus

Name of the course: Balkan Studies. Seminar	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>During the course students will be acquainted with the history and contemporary developments in the politics, economy, society and culture of the Balkan Peninsula countries, i.e. South East European countries. Therefore, the seminar will concentrate not only on the history of the region, but on the different sociological and anthropological interpretation of the Balkan region. The seminar addresses students with a deep, controversial, multidisciplinary exploration of the "Balkan" understood as a geographical territory characterized by specific every day and symbolic, historical values. Students of the seminar will also have opportunity to know and interpret up-to-date researches concerning the Balkan region.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	
Jelavich, Barbara: History of the Balkans. Eighteenth and Nineteenth Centuries. Vol. 1. Cambridge University Press. 1983. ISBN 0-521-25249-0.	
Jelavich, Barbara: History of the Balkans. Twentieth Century. Vol. 2. Cambridge University Press. 1983. ISBN13 978-0-521-27459-3.	
Todorova, Maria: Imagining the Balkans. Updated Edition. Oxford University Press, 2009. ISBN 978-0-19-538786-5	

Petrovic, Tanja (ed.): *Mirroring Europe. Ideas of Europe and Europeanization in Balkan Societies*. Brill – Leiden, Boston, 2014. ISBN 978-90-04-27507-02.

Recommended literature:

Todorova, Maria: *Scaling the Balkans. Essays on Eastern European Entanglements*. Brill – Leiden, Boston, 2019

Daskalov R et. ali. (eds.): *Entangled History of the Balkans. Volume Four: Concepts, Approaches, and (Self-)Representations*. Brill – Leiden, Boston, 2017.

<https://www.britannica.com/place/Balkans>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Knowledge of the specificities of main civilisations, cultures and major world religions.

Ability

Ability to use political science concepts consistently.

The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.

Attitude

Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.

He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

Autonomy and responsibility

He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Attila Papp Z., PhD, habil, professor

Instructor involved in the teaching of the course (if any):

Name of the course: Jewish Integration, Anti-Semitism and Holocaust in Central Europe	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional (Compulsory elective)	
The degree of theoretical or practical nature of the subject, its 'training character': theoretical	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: - -	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): --	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The course presents the history of Jews in Central Europe and offers a detailed discussion of the topic beginning with the era of the Enlightenment, but certain aspects of prior Jewish history are also addressed. The lectures deal with the circumstances and special features of Central European Jewish settlement and integration, the socio-economic and political conditions of Jews, the operation of Jewish-Christian relations, and the challenges of assimilation. As a further objective, the course reveals the roots and working mechanisms of modern-day anti-Semitism and, lastly, it provides details of the history and ramifications of the Holocaust in Central European countries.</p> <p>Beyond historical facts, the lectures convey and support unprejudiced and anti-stereotypical thinking in an effort to raise awareness of democratic principles and responsible citizenship.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Brustein, William I.: <i>Roots of Hate. Anti-Semitism in Europe before the Holocaust</i>. Cambridge, 2003, Cambridge UP, pp. 49–58, 77–82, 95–117, 177–189, 265–278. ISBN 978-0-511-06890-4 eBook http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&path-prefix=ro</p> <p>Friedlander, Saul: <i>Nazi Germany and the Jews, 1933–1945</i>. New York, 2009, HarperCollins. ISBN 978-0-06-177730-1 http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf</p>	

Richarz, Monika: The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries.
<https://silo.tips/download/8-the-history-of-the-jews-in-europe-during-the-nineteenth-and-early-twentieth-ce>

Recommended literature:

Karady, Victor: *The Jews of Europe in the Modern Era. A Socio-Historical Outline*. Budapest, 2004, CEU Press.
ISBN 963-9241-52-0
https://books.google.hu/books/about/The_Jews_of_Europe_in_the_Modern_Era.html?id=4hGg9rMQpEEC&redir_esc=y

Sziszkoszné-Halász, Dorottya: American Efforts to Save the Hungarian Jewish Inmates of Ghettos and Nazi Camps. In Faur, Antonio (ed.): *Evrei în lagăre și ghetouri din Europa în timpul celui de-al Doilea Război Mondial*. Cluj-Napoca, 2015, Academia Română, Centrul de Studii Transilvane, 137–174. p. ISBN 978-606-8694-08-5

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research

Ability

- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

Course director (name, position, academic degree): Sziszkoszné Halász, Dorottya PhD, Associate Professor

Instructor involved in the teaching of the course (if any): --

Specialisations within the Core Courses Related to International Relations Block (Block (the minimum number of credits of specialised knowledge is 30 credits)

Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation

Courses: 1) Key Issues Facing the Global World. Introduction 2) Direct and Indirect Natural and Social Impacts of Climate Change 3) Reading Environmental Literature. Seminar 4) Limits to Social Progress 5) The Theory of Deep Adaptation 6) The Practice of Deep Adaptation 7) Adaptive Risk Management and Change Management 8) Adapting to Climate Change. Individual and Community Resilience 9) Climate Adaptation Social Psychology

Name of the course: Key Issues Facing the Global World. Introduction

ECTS credits: 5

Type of the course: obligatory/optional

The degree of theoretical or practical nature of the subject, its 'training character': 60-40%

Type of lesson: **lecture** / seminar / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-

Assessment method (exam / term mark / other): **exam**

Curriculum place of the subject (number of semesters): **2**

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

As the entry to the specialization „Climate Change, Sustainability and Deep Adaptation”, this course will introduce a number of important issues affecting most of the world today, and examine the impact that they have and how they are addressed by different political systems. The course is designed to promote global citizenship and competency of the twenty-first century while providing students opportunities to understand world issues from multiple perspectives. The course strives to deepen students’ understanding of varied 62 global regions, the historical context of modern issues, and the implications of global decision-making.

We shall work to: • develop a clearer understanding of the issues facing the countries in the world today, how these issues arose, ways to address them and the consequences, and the similarities and differences among different political systems in response to them • explore the political institutions, culture, and economy of different political systems to understand how these factors affect political outcomes • engage in critical assessments of the differences and similarities we find, asking whether or not changes in a country’s political institutions may provide viable answers to some of the current political problems and controversies that many modern democracies face today (such as immigration policy and migration flows, political violence, and political extremism) • develop sharper critical thinking skills that will enable you to better understand and assess the value of news articles, research papers, and other content on the political and economic affairs of advanced democracies and other systems • use theoretical tools from the course to explain, predict, or prescribe policy reform and political behavior as a researcher or practitioner in the field of politics • be able to comprehend and communicate theoretical concepts and findings with more effective written and verbal communication skills.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Hobson, John M. “Reconstructing International Relations through World History: Oriental Globalization and the Global–Dialogic Conception of Inter-Civilizational Relations.” *International Politics*, vol. 44, no. 4 (July 2007):414-430.

Kelleher, Ann and Laura Klein. *Global Perspectives*. Fourth edition (Toronto: Longman, 2011).

Snarr, Michael T and D Neil Snarr. *Introducing Global Issues* (6 th Edition). Boulder, Colorado: Lynne Rienner Publishers. 2016.

Recommended literature:

Chomsky, Noam. 2006. “Outlaw States” Pp 39-78 in *Failed States: The Abuse of Power and the Assault on Democracy*. Metropolitan Books. New York.

Herman, Edward S and Noam Chomsky. 2002 [1988]. “Worthy and Unworthy Victims” Pp. 37-86 in *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books. New York

Holton, Robert. "The inclusion of the non-European world in international society, 1870s–1920s: evidence from global networks." *Global Networks*, vol.5, no. 3 (2005):239-259.

Ruggie, John Gerard. "Territoriality and Beyond: Problematizing Modernity in International Relations." *International Organization*, vol. 47, no. 1 (1993)139–174.

Therborn, Gö. "Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance." *International Sociology* vol.15, no.2: (2000):151-179.

Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, The Political Causes of the Growth of Inequalities". Pp. 8-22 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to use political science concepts consistently.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Ervin Csizmadia, Phd, associate professor

Instructor involved in the teaching of the course (if any):-

Name of the course: Direct and Indirect Natural and Social Impacts of Climate Change	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 70% -30%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2 .	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>Introduction the impacts of today's climate change on various natural systems. To illustrate the increase in average temperature and shifts in different climatic zones, and to explain and characterize the forms and trends of weather extremes and anomalies that appear more and more often.</p> <p>Following the direct and indirect natural effects and the resulting social impacts, students will learn about the effects derived from climate change through the exploration of their relationships. Get knowledge and understanding of direct and indirect climate impacts on social economic systems which are guaranteeing the quality of life and security of local populations and society, with special emphasis on the following fields: healthcare, security, vulnerabilities in critical infrastructure, energy, water, trade and finance, food supply.</p>	

Objective of the subject:

Understanding the short- and long-term impacts of climate change on natural and social ecosystems. Demonstration of the processes of their interaction. Understanding the consequences of weather extremes on the natural, social, economic environment and processes

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

- IPCC, 2014: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L.White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1132 pp https://www.ipcc.ch/site/assets/uploads/2018/02/WGIIAR5-PartA_FINAL.pdf
- IPCC 2022: Sixth Assessment Report, Climate Change 2022: Impacts, Adaptation and Vulnerability <https://www.ipcc.ch/report/ar6/wg2/>
- USGCRP, 2016: The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment. Crimmins, A., J. Balbus, J.L. Gamble, C.B. Beard, J.E. Bell, D. Dodgen, R.J. Eisen, N. Fann, M.D. Hawkins, S.C. Herring, L. Jantarasami, D.M. Mills, S. Saha, M.C. Sarofim, J. Trtanj, and L. Ziska, Eds. U.S. Global Change Research Program, Washington, DC, 312 pp. <http://dx.doi.org/10.7930/JOR49NQX>

Recommended literature:

Matt MCDONALD: The Climate Change –Security Nexus. A Critical Security Studies Perspective. Toda Peace Institute, Policy Brief No. 19, September, 2018.

- Nina VON UEXKULL, Halvard BUHAUG: Security implications of climate change: A decade of scientific progress. Journal of Peace Research, 2021, Vol. 58(1) pp. 3–17.
- Rita FLOYD: Climate Change, Environmental Security Studies, and the Morality of Climate Security, [online] 2012. 01. 20. Forrás: e-ir.info [2021. 04. 13.]
- Ben BUCKLAND: A Climate of War? Stopping the Securitization of Global Climate Change. Geneva, International Peace Bureau, 2007.
- EIB climate survey. [online] 2021. Forrás: eib.org [2021. 04. 13.]
- Quadrennial Defense Review 2014 [online] Forrás: archive.defense.gov [2021. 04. 13.]

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Lajos Szalontai, Phd, associate professor

Instructor involved in the teaching of the course (if any):-

Name of the course: Reading Environmental Literature. Seminar	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The reading seminar is a thought-provoking arena for students on the topic of environmental literature. Over the seminars, we have goals such as: Read and assimilate information from research papers in environmental literature, present the contents of these papers in the seminars and discuss these papers with other participants and with the course director. The seminars has also three interrelated epistemic purposes: (1) to facilitate curiosity, conversation and critical reflection on an a complex issue (2) to read fundamental texts pertaining to the understanding of the issue and together discuss them (3) to innovate new questions, concepts and methodological approaches that can be pursued as research projects or dissemination activities.</p> <p>The reading material for the seminar is drawn from a broad range of sources related to the given topic. Each seminar is structured around a particular text that is part of a broader thematic. The reading material is made available to the participants via dropbox minimum two weeks before each seminar.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Literature:</p> <p>Jem Bendell: Deep Adaptation:A Map for Navigating Climate Tragedy. IFLAS Occasional Paper 2. www.iflas.info. July 27th 2018 http://insight.cumbria.ac.uk/id/eprint/4166/1/Bendell_DeepAdaptation.pdf</p> <p>American Psychology Association (2018), "The Road to Resilience." www.apa.org/helpcenter/road-resilience.aspx</p> <p>Bendell, J., Sutherland, N. and Little, R. (2017), "Beyond unsustainable leadership: critical social theory for sustainable leadership", Sustainability Accounting, Management and Policy Journal, Vol. 8 Issue: 4, pp.418-444. https://doi.org/10.1108/SAMPJ-08-2016-0048</p> <p>Brysse, K., Reskes, N., O'Reilly, J. and Oppenheimer, M. (2013), "Climate change prediction: Erring on the side of least drama?" Global Environmental Change, Volume 23, Issue 1, pp.327-337. https://www.sciencedirect.com/science/article/pii/S0959378012001215</p>	

Clément, V. and J. Rivera (2016) From Adaptation to Transformation: An Extended Research Agenda for Organizational Resilience to Adversity in the Natural Environment, Organisation and Environment, Volume: 30 issue: 4, page(s): 346-365

Macpherson, G. (2016), "Climate Change Summary and Update," Guymcpherson.com, 2 August.
<https://guymcpherson.com/climate-chaos/climate-change-summary-and-update/>

Rigaud, K. K., de Sherbinin, A., Jones, B., Bergmann, J., Clement, V., Ober, K., Schewe, J., Adamo, S., McCusker, B., Heuser, S. and Midgley, A. (2018), "Groundswell : Preparing for Internal Climate Migration." World Bank, Washington, DC. <https://openknowledge.worldbank.org/handle/10986/29461>

Singh, H., Harmeling, S. and Rai, S. C. (2016), "Global Goal on Adaptation: From Concept to Practice." A report written on behalf of CARE International, ActionAid, and WWF.

<http://careclimatechange.org/wp-content/uploads/2016/11/Global-Goal-on-Adaptation-From-Concept-to-Practice-v2-DesktopPrint-NoCrops.pdf>

Williams, T. (2018), "Adapt or Die: How Climate Funders Are Falling Short on a Key Challenge," Insidephilanthropy.com, 15 February.

<https://www.insidephilanthropy.com/home/2018/2/15/climate-adaptation-field-faces-large-gap-in-action-and-funding>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social

groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

- He/she participates responsibly in the creation and management of work units.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any): -

Name of the course: Limits to Social Progress	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or <u>practical nature</u> of the subject, its 'training character': 60 (credit %)	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	

Assessment method (exam / term mark / other): term mark

Curriculum place of the subject (number of semesters): **3**.

Prerequisites (if any):

Course description: a concise yet informative description of the knowledge to be acquired

The purpose of the course is the understanding the nature of complex systems, that natural, social and economic processes work in a complex system. Further aim is to take into account how far we have come in the use of the earth's resources and what theoretical reflections and practical reactions have been made to these problems. During the course, students are introduced to the concept of the (economic and social) development of civilizations, we briefly review their history, including the decline of past civilizations as a result of excessive resource extraction. We summarise the limits of growth indicated by the Club of Rome, as well as the shortcomings of the system of welfare indicators and the initiatives of creating alternative welfare indicators. We collect current efforts that address these issues, such as the activities of Club Rome, the "post-growth" and "small is beautiful" concepts and initiatives related to them. (Deep adaptation will be the subject of another course, here we just refer to that.)

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Meadows, D. H.-Meadows, D. L.-Randers, J.-Behrens, W. W. (1972): *The limits to growth*. ISBN 0-87663-165-0.

Catton Jr., William R. (1980): *Overshoot: The Ecological Basis of Revolutionary Change*. ISBN 978-0-252-09800-0

Ugo Bardi (2017): *The Seneca Effect: Why Growth is Slow but Collapse is Rapid*. Springer. ISBN 978-3-319-57206-2

Recommended literature:

Schumacher, E. F. (1999): *Economics as If People Mattered: 25 Years Later ... with Commentaries*. [Hartley & Marks Publishers](#). ISBN 9780881791693

Postgrowth Institute's activities on their website: <https://www.postgrowth.org/>

Club of Rome: The Limits of Growth +50. <https://www.clubofrome.org/ltg50/>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.

Ability

- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Course director (name, position, academic degree): Virag Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

Name of the course: The Theory of Deep Adaptation	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of <u>theoretical</u> or practical nature of the subject, its 'training character': 80 (credit %)	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>In the course the students will learn the basis of deep adaptation agenda: its causes, elements (resilience, relinquishment, restoration, reconciliation), and related concepts. Among these latter we shall focus on the principles of ecology and also the relation of deep adaptation with the mitigation concept. As deep adaptation is embraced by collapsology, a <u>transdisciplinary</u> study of the risks of collapse of industrial civilization, we shall also get to know the history of this field of science. We shall take into account the main movements deep adaptation sparked and its relationship with the environmental movement.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature: Bendell, Jem-Read, Rupert (eds.) (2021): <i>Deep Adaptation: Navigating the Realities of Climate Chaos</i> . Cambridge, Polity Press, ISBN 978-1-5095-4683-1 Hawken, Paul (2021): <i>Regeneráció. A klímakatasztrófa elkerülése társadalmak és élővilágunk megújításával egy generáció alatt</i> . Budapest, HVG, ISBN978-963-565-184-9 <i>Odum, E. P- Barrett, G. W. (2004): Fundamentals of Ecology. Cengage Learning ISBN 978-0-534-42066-6.</i>	

Recommended literature:

Diamond, Jared (2005): *Összeomlás -Tanulságok a társadalmak továbbéléséhez*. Typotex ISBN 978-9-63966-469-2.

Servigne, Pablo- Stevens, Raphaël (2020): How Everything Can Collapse. Cambridge, [Polity](#). ISBN [9781509541393](#)

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

-He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

-He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Course director (name, position, academic degree): Virag Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

Name of the course: The Practice of Deep Adaptation	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or <u>practical nature</u> of the subject, its 'training character': 70 (credit %)	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
The purpose of the course is to understand the concept of Deep adaptation (DA). Its aim is to embody and enable loving responses to the predicament of the world, in order to reduce suffering while saving more of society and the natural world. The guiding principles of DA are compassion, curiosity, and respect, a stance of non-violence. In the course we will analyse the aims and results of The Deep Adaptation Forum, that has been mapping out some important groups, platforms and projects. We will follow the activity of the facebook group „Deep Adaptation Hungary“. We will also process the answers on the the DA-s four questions: What do we most value that we want to keep, and how? (Resilience). What do we need to let go of so as not to make matters worse? (Relinquishment) What could we bring back to help us with these difficult times? (Restoration) With what and whom shall we make peace as we awaken to our mutual mortality? (Reconciliation)	

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Bendell, Jem-Read, Rupert (eds.) (2021): *Deep Adaptation: Navigating the Realities of Climate Chaos*. Cambridge, Polity Press, ISBN 978-1-5095-4683-1

DAF (2021) *Paths...A list of everything in the Deep Adaptation Forum, that we know about*.
<https://embed.kumu.io/55d6445a9d36391289f66ad1a166ae60#ecosystem-map>

Bendell, Jem (2023): *Breaking Together: A freedom-loving response to collapse*. Good Works. ASIN: BOC1JLL45V

Recommended literature:

Jem Bendell's blog: <https://jembendell.com/>

Deep Adaptation Hungary facebook csoport oldal

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Course director (name, position, academic degree): Virag Havasi, associate professor, PhD

Instructor involved in the teaching of the course (if any):

Name of the course: Adaptive Risk Management and Change Management

ECTS credits: 5

Type of the course: **obligatory**/optional

The degree of theoretical or **practical nature** of the subject, its 'training character': 40-60%

Type of lesson: lecture / seminar / practice / consultation and number of lessons: **30** in a given semester,
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-

Assessment method (exam / term mark / other): term mark

Curriculum place of the subject (number of semesters): 4.

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

A few decades ago, the top management of companies could plan specific strategies and implement them in the course of a few years and not have to worry about having to modify them. The 21. century clearly presents us a totally different picture: markets in permanent change, globalization, changes in government policies, emerging technologies, fine change in consumer needs, etc. All of the above has lead to the fact the strategic management has become much more difficult and critical in time, with the corresponding changes people, communities, countries and companies have had to implement.

The objective of this course is to deliver the appropriate knowledge on the process of change management and risk management by answering the question how the process and implementation of change management unfolds within communities, countries and companies. Topics to be covered during the semester: images of managing change and risks; why organizations and communities change over time; what changes; diagnosing change; resistance to change; implementing change; strategies and skills for communicating change and risks.

In this course we will analyze and discuss real life time cases that provide us different contexts for applying the concepts learned.

Thus, an important objective in this course is to help students to develop a framework for thinking in terms of how to approach a change process, as well as to learn to appreciate the tools and techniques available, understand the contexts and in the final analysis learn how to apply creative solutions to complex situations.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

[James McCalman](#) - [Robert A Paton](#) - [Sabina Siebert](#): Change Management: A Guide to Effective Implementation. Sage, 2015.

Bernard Burnes: *Managing change: a strategic approach to organisational dynamics*. Prentice Hall/Financial Times, 2009.

[Philippe Lasserre](#) - [Felipe Monteiro](#): *Global Strategic Management*. Bloomsburry, 2023.

Recommended literature:

Daryl Conner: *Leading at the edge of chaos*. 1998

James McCalman; David Potter: *Leading cultural change: the theory and practice of successful organizational transformation*. Kogan Page, 2015

Charles W. L. Hill; Gareth R. Jones: *Theory of strategic management*. South-Western/Cengage Learning, 2010

Quy Nguyen Huy: Emotional Capability, Emotional Intelligence, and Radical Change . *The Academy of Management Review*. *The Academy of Management Review*, Vol. 24, No. 2 (Apr., 1999), pp. 325-345

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Ability

- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

<ul style="list-style-type: none"> - He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums. - He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts. - He/she participates responsibly in the creation and management of work units. - He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues. - He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.
Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor
Instructor involved in the teaching of the course (if any): -

Name of the course: Adapting to Climate Change. Individual and Community Resilience	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or <u>practical nature</u> of the subject, its 'training character': 30-70%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>In our daily lives, resilience and adaptation help us overcome major challenges and turn problems into effective solutions. Similarly, adaptation to climate change is about adjusting to a warmer world, in order to protect people, nature, our prosperity and way of life. The climate emergency and biodiversity crises in Europe and around the world is a call to all of us to join forces and act in new and innovative ways. Adaptation to climate change requires to understand, plan and act in a way that not only reduces the negative impacts of</p>	

climate change but also creates new opportunities to become safer and more resilient at level of individuals as well as at the level of communities. Without action today, adaptation will be costlier and more difficult for the next generations. Responding to these challenges will require better knowledge and scientific breakthroughs in various domains ranging from technologies, solutions and services for adaptation in key areas.

During the course we are going to overlook topics as follows: the differences between climate change adaptation and resilience; resilience as a combination of coping, adaptive and transformative capacities; adaptation and resilience as complementary issues; adaptation and resilience at individual and community level.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

„Too Little, Too Slow Climate adaptation failure puts world at risk” Adaptation Gap Report 2022. UN.

<https://www.unep.org/resources/adaptation-gap-report-2022>

EU Climate Adaptation Strategy, 2022.

https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/eu-missions-horizon-europe/adaptation-climate-change_en

MOHAMED EL-ASHRY: ADAPTATION TO CLIMATE CHANGE: BUILDING RESILIENCE AND REDUCING VULNERABILITY. https://www.brookings.edu/wp-content/uploads/2016/07/09_climate_change_poverty_el_ashry.pdf

Recommended literature:

United Nations: Climate Change web page: <https://unfccc.int/topics/adaptation-and-resilience/the-big-picture/introduction>

OECD: Climate Change web-page: <https://www.oecd.org/climate-change/theme/resilience/>

WORLD BANK

Report: The Adaptation Principles - A Guide for Designing Strategies for Climate Change Adaptation and Resilience. <https://openknowledge.worldbank.org/entities/publication/2dc19238-096a-5907-89c2-d4b99e6cb4d3>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.

- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.

- Ability to define the economic and political interests of the various players in the international system and their interrelationships.

- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.

- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

- He/she participates responsibly in the creation and management of work units.

Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

Instructor involved in the teaching of the course (if any):-

Name of the course: Climate Adaptation Social Psychology	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	

Curriculum place of the subject (number of semesters): 4.

Prerequisites (if any): -

Course description: a concise yet informative description of the knowledge to be acquired

Social psychology, the scientific study of human behaviours in their social and cultural settings, is an important tool for understanding how humans interpret and respond to climate change. Why do some people and some communities adapt to the risks of climate change, while others do not? The course provides an in-depth overview of the social psychology of climate change adaptation. It begins with an overview of adaptation behaviour and highlights the importance of successful adaptation by individuals, families and communities. Key psychological and social psychological theories are introduced that can explain adaptation behaviour and the role of a wide variety of motivational variables in adaptation behaviour is discussed, such as risk perception, experiences with climate-related hazards, and perceived responsibility. Next, we examine some examples of how this social psychological knowledge has been used to develop and test interventions to promote adaptation behaviour in real-world settings. After which, the relationship between climate adaptation behaviour and climate mitigation behaviour are considered.

A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)

Mandatory literature:

Bechtoldt, M. N., Götman, A., Moslener, U., & Pauw, W. P. (2020). Addressing the climate change adaptation puzzle: A psychological science perspective. *Climate Policy*, **21**(2), 186– 202. <https://doi.org/10.1080/14693062.2020.1807897>

Carleton, T. A., & Hsiang, S. D. (2016). Social and economic impacts of climate. *Science*, **353**(6304), aad9837. <https://doi.org/10.1126/science.aad9837>

Kim-Pong Tam, Angela K.-y. Leung, Susan Clayton: Research on climate change in social psychology publications: A systematic review, 2021. [Research on climate change in social psychology publications: A systematic review - Tam - 2021 - Asian Journal of Social Psychology - Wiley Online Library](https://doi.org/10.1080/14693062.2021.1911111)

Anne van Valkengoed - Linda Steg: The Psychology of Climate Change Adaptation
Cambridge University Press, 2019.

Recommended literature:

Adger, W. N., Barnett, J., Brown, K., Marshall, N., & O'Brien, K. (2013). Cultural dimensions of climate change impacts and adaptation. *Nature Climate Change*, **3**(2), 112– 117. <https://doi.org/10.1038/nclimate1666>

Bain, P. G., Hornsey, M. J., Bongiorno, R., Kashima, Y., & Crimston, C. R. (2013). Collective futures: How projections about the future of society are related to actions and attitudes supporting social change. *Personality and Social Psychology Bulletin*, **39**(4), 523– 539. <https://doi.org/10.1177/0146167213478200>

Barth, M., Masson, T., Fritsche, I., & Ziemer, C.-T. (2018). Closing ranks: Ingroup norm conformity as a subtle response to threatening climate change. *Group Processes & Intergroup Relations*, **21**(3), 497– 512. <https://doi.org/10.1177/1368430217733119>

Jylhä, K. M., & Hellmer, K. (2020). Right-wing populism and climate change denial: The roles of exclusionary and anti-egalitarian preferences, conservative ideology, and antiestablishment attitudes. *Analyses of Social Issues and Public Policy*, **20**, 315– 335.

Masson, T., & Fritsche, I. (2014). Adherence to climate change-related ingroup norms: Do dimensions of group identification matter? *European Journal of Social Psychology*, **44**(5), 455– 465. <https://doi.org/10.1002/ejsp.2036>

Oishi, S. (2014). Socioecological psychology. *Annual Review of Psychology*, **65**, 581– 609. <https://doi.org/10.1146/annurev-psych-030413-152156>

Reser, J. P., & Swim, J. K. (2011). Adapting to and coping with the threat and impacts of climate change. *American Psychologist*, **66**(4), 277– 289. <https://doi.org/10.1037/a0023412>

Tonn, B. E., & Conrad, F. (2007). Thinking about the future: A psychological analysis. *Social Behavior and Personality*, **35**(7), 889– 902. <https://doi.org/10.2224/sbp.2007.35.7.889>

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the specificities of main civilisations, cultures and major world religions.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.

Autonomy and responsibility

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

<p>- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.</p> <p>He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.</p> <p>- He/she participates responsibly in the creation and management of work units.</p> <p>- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.</p>
Course director (name, position, academic degree): György Csepeli, DSc, professor emeritus
Instructor involved in the teaching of the course (if any): -

Name of the course: Thesis Writing 1.	ECTS credits: 0
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 15 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other (Thesis)	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of the course is to help and prepare students to produce valuable and regular MA theses in their final year. The course will cover the formal and substantive requirements of thesis writing, discuss the specificities of the subject area of international relations, and the methodology of international relations research. During the course we will discuss the main sources, archives and other information bases available for research on international relations.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Roselle, Laura – Shelton, Joel T. – Spray, Sharon (2019): <i>Research and Writing in International Relations</i>. Abingdon: Routledge. ISBN 9781138332317.</p>	

Lamont, Christopher (2021): *Research Methods in International Relations*. London: SAGE Publications. ISBN 9781529724677.

Recommended literature:

Bui, Yvonne N. (2019): *How to Write a Master's Thesis*. London: SAGE Publications. ISBN 9781412957106.

Paltridge, Brian – Starfield, Sue (2019): *Thesis and Dissertation Writing in a Second Language. A Handbook for Supervisors*. London and New York: Routledge. ISBN: 9780415371735. Available here: https://finalsite.ccsu.edu/EdDwritingInstitute/facultyResources/files/thesis_writing.pdf

Evans, David – Gruba, Paul – Zobel, Justin (2014): *How to Write a Better Thesis*. Cham: Springer. ISBN 9783319042862.

The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK“ point 8) to the development of which the subject typically and substantially contributes

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.

- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor

Instructor involved in the teaching of the course (if any): -

Name of the course: Thesis Writing 2.	ECTS credits: 0
Type of the course: obligatory /optional	
The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other (Thesis)	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of the course is to help and prepare students to produce valuable and regular MA theses in their final year. The course will cover the formal and substantive requirements of thesis writing, discuss the specificities of the subject area of international relations, and the methodology of international relations research. During the course, we will discuss the students' MA thesis step-by-step, answering any questions that may arise with the help of the tutors as well.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Roselle, Laura – Shelton, Joel T. – Spray, Sharon (2019): <i>Research and Writing in International Relations</i>. Abingdon: Routledge. ISBN 9781138332317.</p> <p>Lamont, Christopher (2021): <i>Research Methods in International Relations</i>. London: SAGE Publications. ISBN 9781529724677.</p> <p>Recommended literature:</p> <p>Bui, Yvonne N. (2019): <i>How to Write a Master's Thesis</i>. London: SAGE Publications. ISBN 9781412957106.</p> <p>Paltridge, Brian – Starfield, Sue (2019): <i>Thesis and Dissertation Writing in a Second Language. A Handbook for Supervisors</i>. London and New York: Routledge. ISBN: 9780415371735. Available here: https://finalsite.ccsu.edu/EdDwritingInstitute/facultyResources/files/thesis_writing.pdf</p> <p>Evans, David – Gruba, Paul – Zobel, Justin (2014): <i>How to Write a Better Thesis</i>. Cham: Springer. ISBN 9783319042862.</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	
Knowledge	

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.

- He/she has a constant need for self-education and respect for the political opinions of others in public life.

- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.

- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor

Instructor involved in the teaching of the course (if any): -