



2024/2025. year 1st Semester

# Tematics

Central European Studies MA  
Institute of Applied Social  
Research

04. October, 2024.

---

## I/1st Semester

<b>Name of Course:</b> Cultural History of Modern and Contemporary Central Europe	<b>Course Code:</b> BTKETN101 <b>Institute:</b> Institute of Hungarian Language and Literature <b>Required, Elective:</b> Introductory knowledge
<b>Course Instructor:</b> Dr. Gyapay, László Associate Professor, PhD	
<b>Other Instructor:</b> -	
<b>Terms:</b> 1 Semester	<b>Requirements:</b> –
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> lecture
<b>Credit:</b> 5	<b>Course:</b>
<p><b>Aim of course:</b>          The lecture course focuses on the culture and primarily the literature of the Central European region in the 19th and 20th centuries, beginning from the Romantic period and ending with Postmodernism. The course will devote special emphasis to the following dates: 1776/1789, 1848, 1867/1878/1881, 1918, 1945, 1948, 1956/1968 and 1989 to reflect upon their impact on the cultures and literatures of the region. Out of the literary genres, the course will mostly reflect upon poetry and prose. Occasionally, iconic films will also be included. Besides giving an outline of the individual literatures of the various nations, the course also aims at tracing the possible connections between the literary forms encountered.</p> <p><b>Competencies:</b>  <b>Knowledge:</b>          As <i>Cultural History of Modern and Contemporary Central Europe</i> is a course that takes place in the 1st semester of the MA program, students are usually not familiar with basic historical, political and cultural issues and processes of Central Europe. In this propaedeutic course students are introduced to some of the outstanding pieces of Central European literature as well as to their most influencing historical and cultural background. Special attention will be paid to Hungarian Literature.</p> <p><b>Attitude:</b>          Lectures, discussions and presentations enable students to feel free to ask questions, and engage in group discussions. Students learn how to utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds.</p> <p><b>Autonomy and responsibility:</b>          It is understood that student will be active during classes. Assigned readings will be discussed and students should engage in small class discussions, questions and answers sessions. Individual topics for oral presentations can also be accepted if students willingly volunteer.</p> <p><b>Academic Honesty:</b>          Any cases of academic dishonesty will be referred to the proper university authorities. All works submitted for credit in this class must be original and may not be submitted for credit in any other course.</p>	
<p><b>Weekly topics and special readings:</b>          1. Introduction to the Course, the Aims and Methods of Comparative Literature, the Central European Region; 2. Hungarian Culture and Literature in the 19th Century I.; 3. Hungarian Culture and Literature in the 19th Century II.; 4. Polish, Czech, and Slovakian Culture and Literature in the 19th Century; 5. Romanian, Serbian and Croatian Culture and Literature in the 19th Century; 6. Austrian Culture and Literature in the 19th Century; 7. German Culture and Literature in the 19th Century; 8. Hungarian Culture and Literature in the 20th Century I.; 9. Hungarian Culture and Literature in the 20th Century II.; 10. Polish, Czech, and Slovakian Culture and Literature in the 20th Century; 11. Romanian, Serbian and Croatian Culture and Literature in the 20th Century; 12. Austrian Culture and Literature in the 20th Century; 13. German Culture and Literature in the 20th Century; 14. Concluding the Course.</p>	
<p><b>Mid-term and Final:</b>          Student are expected to write an about 5 page essay on a film giving characteristic insight into historical or contemporary events of Central Europe.</p>	
<p><b>Required Course Reading:</b>          Ferenc KÖLCSEY, <i>National Traditions</i> (fragment) in <i>European Romanticism: A Reader</i>, ed. Stephen PRICKETT, London, New York, Continuum, 2010, 176–196.</p>	

Adam MICKIEWICZ, from Pan Tadeusz, 'Discussion on Art' (fragment) in *European Romanticism: A Reader*, ed. Stephen PRICKETT, London, New York, Continuum, 2010, 212–219.

György DRAGOMÁN, *The White King*, London, Transworld Publishers, 2009.

Milan KUNDERA, *The Unbearable Lightness of Being*, London, Faber and Faber, 1999.

**Recommended Course Reading:**

– Marcel Cornis-Pope, John Neubauer, szerk. History of the Literary Cultures of East-Central Europe. Junctures and Disjunctures in the 19th and 20th Centuries Vol I., Amsterdam, John Benjamins Publishing, 2004.

– Stephen Prickett (szerk.): *European Romanticism (A Reader)*, London, New York, Bloomsbury 2014.

– L. Wolff, *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford UP, 1994.

<b>Name of Course:</b> The Historical Concept of Central Europe: Approaches, Theories and Debates	<b>Course Code:</b> BTKETN102 <b>Institute:</b> Institute of History <b>Required, Elective:</b> Introductory knowledges
<b>Course Instructor:</b> Dr. Tóth, Árpád Associate Professor, PhD	
<b>Other Instructor:</b> -	
<b>Terms:</b> 1st Semester	<b>Requirements</b>
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> seminar, term mark
<b>Credit:</b> 5	<b>Course:</b>
<b>Aim of course:</b> 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  <i>Knowledge: the student knows the fundamental facts of the historical processes in the CE region and is able to analyse the theoretical debates concerning the nature of Central Europe as a region</i> <i>Attitude: the student is able to use and interpret the terminology of 'region' in a critical manner</i> <i>Autonomy and responsibility: the student acquires the ability to form balanced views concerning the significance of being 'Central European' as an identity</i> <i>Academic Honesty: by contrast to biased and simplistic generalisations, the student is able to make professional evaluation about public statements of various genre concerning national, European and Central European identity</i>	
<b>Weekly topics and special readings:</b>	
<ul style="list-style-type: none"> <li>- introduction: the objectives and approaches of the course, and the territorial scope</li> <li>- antecedents: peculiarities, similarities and differences in the history of the nations of the region before the Enlightenment</li> <li>- the age of Enlightenment in Poland and the Habsburg Empire and the intellectual reflection on 'belatedness' from the West</li> <li>- the variations of national awakening in the region and its political context</li> <li>- the social and economic conditions and their relations to nationalism</li> <li>- political struggles in the 1840s and the national conflicts during the 1848/49 events</li> <li>- cooperation rather than conflict?: the first reflections by intellectuals on the common interests of the rivalling nations after 1849</li> <li>- intellectual and political developments in late 19th C with impact on the integration or disintegration in the region</li> <li>- nationalism as a centrifugal force at the turn of the century and the period of the World War I</li> <li>- the interwar period and WW II: the victory of national hostilities over attempts of cooperation</li> <li>- the age of forced integration during the communist regimes and its intellectual reflection</li> <li>- the period of the political transition following the decline of the Warsaw Pact: the revival of interest in the integration of the region</li> <li>- conclusions on the historical reality of the Central European region vs. its existence as a concept and a political ideology</li> </ul>	
<b>Mid-term and Final:</b> Assessment based on active participation during the classes and on a standard essay written about a topic chosen among those offered by the lecturer. Deadline of the submission: the last week of the term.	
<b>Required Course Reading:</b> Schöpflin, Georg – Wood, Nancy (ed.): In Search of Central Europe. Cambridge, 1989, Cambridge UP. (ISBN: 0-7456-0547-8) Wandycz, Piotr S.: The Price of Freedom. London, New York, 2001, Routledge. (ISBN: 978-0415254915)	

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.

**Recommended Course Reading:**

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)

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

<b>Name of Course:</b> Central Europe: Approaches from Social Theory and Social Psychology	<b>Course Code:</b> BTKETN103 <b>Institute:</b> Institute of Applied Social Research <b>Required, Elective:</b> Introductory knowledges
<b>Course Instructor:</b> Dr. Szabó-Tóth Kinga Dóra Associate Professor, PhD	
<b>Other Instructor:</b> Dr. Csepeli, György Professor, DSc	
<b>Terms:</b> 1st Semester	<b>Requirements</b>
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> examination mark
<b>Credit:</b> 5	<b>Course:</b>
<b>Aim of course:</b> The students will be introduced into the sociological and social psychological characteristics of the diverse Central European societies with a special emphasise on the structures and contents of collective identities such as national, ethnic, religious identities. Due to the historical vicissitudes of the region majority and minority patterns of identity have been intertwined. Antisemitism furred by resentment on behalf of the majority, anti-Gypsy sentiments and recent syndromes of xenophobia will be discussed in detail. In order to facilitate the learning process lectures recorded by the Institute of Advanced Studies at Kőszeg will be used as resources. <b>Competencies:</b> <b>Knowledge:</b> basic facts, interpretations, theories <b>Attitude:</b> understanding diversity, tolerance <b>Autonomy and responsibility:</b> creatitivity <b>Academic Honesty:</b> unbiased knowledge, communication	
<b>Weekly topics and special readings:</b>	
<u>Requirements</u>  <u>Time and location</u> Wednesday, 14-15.30. online Online: <a href="https://join.skype.com/uHeW4f5NbfIA">https://join.skype.com/uHeW4f5NbfIA</a>  <u>Schedule</u>  <b>September 11</b> <i>Where is Central Europe?</i> Between East and West. The Three Historical Regions of Europe. List of the countries concerned. <b>September 18</b> <i>Ups and downs of the history of Central Europe</i> Medieval Central Europe. The Age of Empires, The Austro-Hungarian Monarchy. The cultural breakthrough. The misery of the small Eastern and Central European nations. Varieties of coping strategies. General trends: insecurity, ethnic cleansing, antisemitism, “Bloodland” <b>September 25</b> <i>Nation Building</i> Types of national development. Political v. cultural nations. Means of nation building, <b>October 2</b> <i>Passages to Modernity</i> Institutions and values of modernity <b>October 09</b> <u>Economy</u> <b>October 23 National Holiday</b> <b>October 30</b> <u>Art, culture, social science and science</u> Sensitivities, innovation, humour	

**November 6**

Politics of memory in countries of Central Europe

Traumas. Competing pasts. Contested persons and places.

**November 13**

The formation of minorities

Social entropy and resistance to social entropy. Old and new minorities.

**November 20**

Europe's largest transnational minority - the Roma

**November 27**

The Jewish century in Central Europe

The Rise and Fall of the Jewish Century. The road to Holocaust.

**December 4**

The Future of Central Europe

Migration.

Cooperation, competition, marginalization

The place of Central Europe in the European Union

**Mid-term and Final:** test exam, final essay exam

Participation in class mandatory. All students will be required to submit an essay dealing with an issue related to the field of study. Case studies of the individual Central European nation states will be preferred

**You tube resources**

Patrick Pasture on imagining European unity since 1000 AD: <https://youtu.be/NpVyIWONoIA>

Erhard Busek on the Future of Central Europe: <https://youtu.be/h6il4X5Seb8>

Gerard Delanty on developmental paths to modernity : <https://youtu.be/XSEIDwNZVpk>

Stefano Bianchini on Liquid nationalism: <https://youtu.be/N4Gz0jbXfQw>

Lecture of Sean Cleary on Europe in a global vortex: <https://youtu.be/ShWti99uXrE>

Rudolf Klein on Jewish wit: <https://youtu.be/HpIZsEKcG40T>

Ferenc Miszlivetz on cultural heritage in the age of fluid identities: <https://youtu.be/VGgMUKwXwHQ>

András Nagy on politics of memory in Central Europe: [https://youtu.be/\\_Yw7uXoA4nQ](https://youtu.be/_Yw7uXoA4nQ)

Jody Jensen on recent trends of migration: <https://youtu.be/UwVXFwWgCzk> November 22

**Literature**

Bába. I. , Gyurcsik I., Kiss, Cs. 2021. Central Europe- 2020. iASK

Bianchini, S.2017. Liquid Nationalism and State Partitions in Europe. Cheltenham: Edward Elgar

Csepeli, Gy,- Örkény, A. 2016. Nation and Migration (e-book)

Pók A. 2017. Remembering and Forgetting Communism in Hungary . Kőszeg: iASK

Schoepflin, G. 2015. Europe: An epistemological Crisis. In Jensen, J., Miszlivetz, F. (eds) Reframing Europe's Future. Challenges and Failures of the European Construction, London: Routledge,

Snyder, T. 2010. Bloodlands: Europe Between Hitler and Stalin. New York: Basic Books

Szűts, J. Parti, J. 1983. The Three Historical Regions of Europe: An Outline. *Acta Historica Academiae Scientiarum Hungaricae*. Vol. 29, No. 2/4 (1983), pp. 131-184

<b>Name of Course:</b> Applied Social Research Methods	<b>Course Code:</b> BTKETN104 <b>Institute:</b> Institute of Applied Social Research Introductionary knowledges
<b>Course Instructor:</b> Dr. Szabó-Tóth, Kinga Dóra Associate Professor, PhD	
<b>Other Instructor:</b> -	
<b>Terms:</b> 1st Semester	<b>Requirements</b>
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> seminar, term mark
<b>Credit:</b> 5	<b>Course:</b>
<p><b>Aim of course:</b>          The course provides students with the most comprehensive resource covering core methods, research designs, and data collection, management, and analysis issues. The course places critical emphasis on finding the tools that best fit the research question given the constraints of deadlines, budget, and available staff. During classes we will give a better understanding of socio-demographic phenomenon taking place in Central Europe by secondary analysis of statistical data and conducting comparative analysis. The following topics will be covered during lectures: 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.</p> <p><b>Competencies:</b>  <b>Knowledge:</b> Applied Social Research Methods is a course that takes place during the 1rd semester of the MA program. Based on the experiences, cultural background, and specific reading of students, they could bring critical new information and ideas to engage during lectures. Students will be able to design social research in many diverse issues, such the main social problems of Central Europe, social integration, social mobility, deviance behaviour, poverty, etc.  <b>Attitude:</b> Lectures, discussions and presentations enable students to feel free to ask questions, and engage in group discussions. Students learn how to utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds.  <b>Autonomy and responsibility:</b> It is understood that student will be active during classes. Assigned readings will be discussed and students should engage in small class discussions, questions and answers sessions. Individual topics for oral presentations can also be accepted.  <b>Academic Honesty:</b>          Any cases of academic dishonesty will be referred to the proper university authorities. All works submitted for credit in this class must be original and may not be submitted for credit in any other course.</p>	
<b>Weekly topics and special readings:</b>	
<ol style="list-style-type: none"> <li>1, Introduction to Social Research</li> <li>2, Background Theories of Social Research</li> <li>3, Steps of Research Design</li> <li>4, Conceptualization</li> <li>5, Operationalization</li> <li>6, Forming hypothetis</li> <li>7, Sampling</li> <li>8, Research methods I. (Survey, secondary data analysis)</li> <li>9, Research methods II. (Interview)</li> <li>10, Research methods III. (Field study)</li> <li>11, Qualitative studies</li> <li>12, Quantitative studies</li> <li>13, Presentation I.</li> <li>14, Presentation II.</li> </ol>	
<b>Mid-term and Final Obligations:</b>	
15 minutes presentation on a specific research design, based on individual topics.	



**Required Course Reading:**

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

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

**Recommended Course Reading:**

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

<b>Name of Course:</b> Nations and Cultures in Central Europe in the 19th and 20th Centuries	<b>Course Code:</b> BTKETN105 <b>Institute:</b> Institute of History <b>Required, Elective:</b> Professional knowledges
<b>Course Instructor:</b> Török, Zsuzsanna	
<b>Other Instructor:</b> Gergely, Kunt dr., associate professor	
<b>Terms:</b> 1st Semester	<b>Requirements:</b> oral exam (student presentaton)
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> lecture examination mark
<b>Credit:</b> 5	<b>Course:</b>
<p><b>Aim of course:</b>          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><b>Knowledge:</b>          The student knows the fundamental facts of the historical processes in the CE region and is able to analyse the theoretical debates concerning the nature of Central Europe as a region</p> <p><b>Attitude:</b>          The student is able to use and interpret the terminology of 'region' in a critical manner</p> <p><b>Autonomy and responsibility:</b>          The student acquires the ability to form balanced views concerning the significance of being 'Central European' as an identity</p> <p><b>Academic Honesty:</b>          By contrast to biased and simplistic generalisations, the student is able to make professional evaluation about public statements of various genre concerning national, European and Central European identity.</p>	
<b>Weekly topics and special readings:</b>	
<p><b>1. 11. September 2018. Introduction</b></p> <p><b>2. 18. September 2018. In Searching for Central Europe?</b>          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> <p><b>3. 25. September. 2018. Making Nations 1</b>          Eric Hobsbawm: Mass-Producing Traditions: Europe, 1870-191, in E.Hobsbawm and Terence Ranger, eds. <i>The Invention of Tradition</i> (Cambridge1983), 1-14.          National Anthems (Czech, Czechoslovakia, Slovakia, Ukrainian)</p> <p><b>4. 2. October 2018. Making Nations 2</b>          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. <i>Constructing Nationalities in East Central Europe</i>. Oxford: Berghahn Books, 2005. pp. 126-141.          National Anthems (Austrian, Romanian, Hungarian, Poland)</p> <p><b>5. 9. October 2018. The Balkans</b>          Maria Todorova, "Between Classification and Politics: The Balkans and the Myth of Central Europe," in Maria Todorova: <i>Imagining the Balkans</i>. London: Oxford University Press, 1997, pp. 140-160.          National Anthems (Slovenian, Serbian, Croatian, Bosnian, Montenegrin, Albanian, Bulgarian)</p>	

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Colonel Redl*. Film Director: Istvan Szabo. Year: 1985. Language: German, Subtitled: English  
Running time: 150 min.

**6. 16. October 2018 The Habsburg Empire**

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

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Mephisto*. Film Director: Istvan Szabo. Year: 1981. Language: German/Hungarian Subtitled: English  
Running time: 139 min.

**7. 30. October 2018. Interwar Central Europe: The Rise of Fascism**

Constantin Iordachi, "Charisma, Religion, Ideology: Romania's Interwar Legion of the Archangel Michael", in John R. Lampe and Mark Mazower eds., *Ideologies and National Identities: The Case of Twentieth-Century Southeastern Europe*, Budapest, New York: CEU Press, 2004, pp. 19-53.

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Sunshine* Film Director: Istvan Szabo. Year: 1999. Language: English Running time: 180 min.

**8. 6. November 2018. The Holocaust City: Budapest**

Éva Weinmann: *The Diary of Eva Weinmann*. 2004. Magyar Zsidó Levéltár. Budapest.

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Ida*. Film Director: Pawel Pawlikowski Year: 2013 Language: Polish, French Subtitle: English Running time: 90 min.

**9. 13. November 2018. Postwar Migration**

Matěj Spurný: Czech and German Memories of Forced Migration. *The Hungarian Historical Review*. Vol. 1, No. 3/4 (2012), pp. 353-367

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Aurora Borealis*. Film Director: Márta Mészáros Year: 2017. Language: English Running time: 104 min.

**10. 20. November 2018. The Socialist System**

János Kornai: *By Force of Thought Irregular. Memoirs of an Intellectual Journey*. MIT Press. 2006. pp. 1-57.

Film screening (Central Library, Lecture Hall) at 4. P.M.

*Sweet Emma, Dear Böbe* Film Director: István Szabó Year: 1992. Language: Hungarian Subtitle: English Running time: 90 min.

**11. 27. November 2018. Die Wende – The Transition and Beyond.**

Berend, Ivan T.: *From the Soviet Bloc to the European Union: The Economic and Social Transformation of Central and Eastern Europe since 1973*. New York: Cambridge University Press 2009. 6-27.

Guest Lecturer: Prof. Paul Marer ( Emeritus Professor, Central European University)

**1. 4. December 2018. A Town in Central Europe**

Walking Tour in Miskolc's Past and Present

**2. 11. December 2018. Student Project Presentations**

**Potential Topics/ Keywords for Students' Presentation:**

Nations and nationalism - Elites - Life Writing - Habsburg Empire - Modernization - Urbanization - Coffee Houses - Assimilation - Gender - Authoritarianism - Right and Left Wing Movement - Extremism - Popular Culture - Movies - Minorities - Middle Class - Cultural Memory - Music Culture - Visual Culture - Collaboration - Word Wars- Identities

**Mid-term and Final:**

Other than active, in-class participation, students are required to read the literature made available to them in digital form. Only two absences are allowed. The final grade for the course will be completed on 11 December 2018 in the form of a ten-minute presentation that each student must hold in either a topic of his

or her choice or based on the topics provided in the syllabus. Student projects must be based on usage of published research on the topic and contain aspects of an independently chosen approach to answering a selected issue. Students are required to consult with the course instructor by 16 October 2018 regarding his or her chosen topic, followed by a 100-word abstract sent to every member of the class by 4 December 2018. Active oral participation and the student project counts for 40% (each) of the course grade, 20% abstract.

**Required Course Reading:**

**Further Bibliography:**

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,

<b>Name of Course:</b> Trends of Philosophy in Central Europe in the 19th and 20th Century I.	<b>Course Code:</b> BTKETN106 <b>Institute:</b> Institute of Anthropological and Philosophical Sciences <b>Required, Elective:</b> Differentiated knowledges
<b>Course Instructor:</b> Dr. Nyíró, Miklós Associate Professor, CSc	
<b>Other Instructor:</b> -	
<b>Terms:</b> 1st Semester	<b>Requirements:</b> attendance
<b>Hours/week:</b> 2, 28 in all	<b>Grading:</b> exam
<b>Credit:</b> 5	<b>Course:</b> lecture
<p><b>Aim of course:</b>  This is a two semester course, the first part of which offers a historical and also systematic overview of five major trends of thought present in the Austro-Hungarian Empire and/or in its successor States. These trends and their most important representatives are the following: <i>i) spiritualistic tendencies</i> (Bolzano, Brentano); <i>ii) phenomenology</i> (Husserl, Ingarden, Patočka); <i>iii) logical positivism and logical empiricism</i> (Vienna Circle, Carnap, Neurath); <i>iv) psychoanalysis</i> (Freud, Ferenczi); and <i>v) neo-Marxism</i> (Lukács, Kosík, Kołakowski). During the first semester, we will discuss the essentials of these philosophical approaches. Beyond their more detailed discussion, it is also part of our aim that we present them within the context of both, the historical and political developments, as well as other aspects of the cultural milieu, of this region at the time. — The most important competency acquired through this course is a holistic insight into the philosophical and intellectual life of Central Europe in the 19-20<sup>th</sup> centuries.</p> <p><b>Competencies:</b>  <b>Knowledge:</b> Trends of Philosophy in Central Europe in the 19th and 20th Century is a course that takes place during the 3rd semester of the MA program, students are already familiar with basic historical, political and cultural issues and processes of Central Europe. Therefore, based on their own experiences, cultural background, and specific reading they could bring critical new information and ideas to engage during lectures. Students will be able to describe and compare political and social trends in Central Europe, particularly Hungary.  <b>Attitude:</b> Lectures, discussions and presentations enable students to feel free to ask questions, and engage in group discussions. Students learn how to utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds.  <b>Autonomy and responsibility:</b> It is understood that student will be active during classes. Assigned readings will be discussed and students should engage in small class discussions, questions and answers sessions. Individual topics for oral presentations can also be accepted if student willingly volunteer.  <b>Academic Honesty:</b>  Any cases of academic dishonesty will be referred to the proper university authorities. All works submitted for credit in this class must be original and may not be submitted for credit in any other course.</p>	
<b>Weekly topics and special readings:</b>	
<p><u>Introduction:</u></p> <ol style="list-style-type: none"> <li>1) Central European Philosophies in the Context of Modern European Trends  Simons, Peter: “Central Europe in the history of philosophy.” — In. Simons, P.: 1-11.</li> </ol> <p><u>A) The Social-Political Context of Central European Philosophies</u></p> <ol style="list-style-type: none"> <li>2) Smith, Barry: “The Production of Ideas. Notes on Austrian Intellectual History from Bolzano to Wittgenstein.” — In. Smith, B. (ed.): 211-234.</li> <li>3) Nyíri, J. Christoph.: “Philosophy and National Consciousness in Austria and Hungary: A Comparative Socio-Psychological Sketch.” — In. Smith, B. (ed.): 235-262.</li> <li>4) Kolnai, Aurel: “Identity and Division as a Fundamental Theme of Politics.” — In. Smith, B. (ed.): 317-346.</li> </ol> <p><u>B) Bolzano, Brentano and his School</u></p>	

- 5) McCormick, Peter: “Bolzano and the Dark Doctrine: An Essay on Aesthetics.” — In. Smith, B. (ed.): 69-112.
- 6) Albertazzi, Liliana: “From Kant to Brentano.” — In. Albertazzi et al. (eds.): 423-463.
- 7) Albertazzi, L. – M. Libardi – R. Poli: “Brentano and his School: Reassembling the Puzzle.” — In. Albertazzi et al. (eds.): 1-24.
- 8) Heaton, John M.: “Brentano and Freud”. — In. Smith, B. (ed.): 161-195.
- 9) Smith, Barry: “Kafka and Brentano: A Study in Descriptive Psychology.” — In. Smith, B. (ed.): 113-160.

C) Philosophy and Literary Achievements

- 10) Kavanagh, R. J.: “The Optimum Velocity of Approach: Some Reflections on Kafka's *Trial*.” — In. Smith, B. (ed.): 195-210.
- 11) Mulligan, Kevin: “Philosophy, Animality and Justice: Kleist, Kafka, Weininger and Wittgenstein.” — In. Smith, B. (ed.): 293-311.

D) Philosophy and Theory of Art

- 12) Iversen, Margaret: “Alois Riegl: The Synchronic Analysis of Stylistic Types.” — In. Smith, B. (ed.): 45-68.
- 13) Holenstein, Elmar: “On the Poetry and the Plurifunctionality of Language.” — In. Smith, B. (ed.): 1-44.

E) Roots of the Analytic Philosophical Tradition

- 14) Simons, Peter: “The Anglo-Austrian Analytic Axis.” — In. Simons, P.: 143-158.

**Mid-term and Final:**

On the final exam students are required to present and summarize their understanding of:

- a) one of the articles (No. 2-4) pertaining to topic A), and
- b) one of the articles pertaining to topic B) or C) or D) as assigned to them.

**Required Course Reading:**

- Albertazzi, L. and M. Libardi, and R. Poli (eds.): *The School of Franz Brentano*. Dordrecht: Kluwer, 1996.
- Simons, P.: *Philosophy and Logic in Central Europe from Bolzano to Tarski*, Dordrecht / Boston / London: Kluwer, 1992.
- Smith, B. (ed.): *Structure and Gestalt: Philosophy and Literature in Austria-Hungary and her successor States*, Amsterdam: Benjamin, 1981.

**Recommended Course Reading:**

- Bodek, R. and S. Lewis (eds.): *The Fruits of Exile: Central European Intellectual Immigration to America in the Age of Fascism*. Columbia (Missouri): University of South Carolina Press, 2010.
- Johnston, W.M.: *The Austrian Mind*. Berkeley-Los Angeles, 1972.
- Nyíri, J.C. and P. Fleissner (eds.): *Philosophy of Culture and the Politics of Electronic Networking. Vol.1. Austria and Hungary: Historical Roots and Present Developments*. Innsbruck–Wien: Studien Verlag / Budapest: Áron Kiadó, 1999.
- Pynsent, R. (ed.): *Decadence and innovation: Austro-Hungarian life and art at the turn of the century*. Lonavala: Weidenfeld and Nicolson, 1989.

## I/2nd Semester

<b>Course title:</b>	Jewish Integration, Anti-Semitism, and Holocaust in Central Europe
<b>Neptun code:</b>	BTKETN201
<b>Status: core, specialization, optional, other:</b>	Professional knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Sziszkoszné dr. Halász, Dorottya Assistant Professor, PhD</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<p><b>Course objectives (50-100 words):</b>          The course presents a detailed history of Jews in Central Europe since the Enlightenment. It deals with the circumstances and special features of 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, the history and the ramifications of the Holocaust in Central European countries. The topic is ideal for convening more than simply historical facts. It enables students to improve special skills such as their aptitude for toleration and acceptance as well as for unprejudiced and anti-stereotypical thinking. It also raises their awareness of democratic principles and of responsible citizenship.</p>	
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>3. Introduction, orientation</li> <li>4. Jews in the Ancient World</li> <li>5. The History of the Jewish Settlement in (Central) Europe</li> <li>6. The Ramifications of the Enlightenment and of the Collapse of the Feudal Order</li> <li>7. The Birth of (Modern) Anti-Semitism</li> <li>8. The Birth of Zionism</li> </ol> <p>Mid-term Exam</p> <ol style="list-style-type: none"> <li>9. Consequences of the Great War. Anti-Jewishness in the Inter-War Period</li> <li>10. Anti-Semitism and National Socialism in the Weimar Republic</li> <li>11. The Jews in Nazi Germany, 1933–1939</li> <li>12. Holocaust I.: Genocide in (Central) Europe</li> <li>13. Holocaust II.. The Holocaust in Hungary</li> <li>14. The Aftermath of the Holocaust. Conclusions</li> </ol> <p>End-term Exam</p>	
<p><b>Required readings:</b>          Brustein, William I.: Roots of Hate. Anti-Semitism in Europe before the Holocaust. Cambridge, 2003, Cambridge UP, pp. 49–58, 77–82, 95–117, 177–189, 265–278.  <a href="http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro">http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro</a>          Friedlander, Saul: Nazi Germany and the Jews, 1933–1945. New York, 2009, HarperCollins.  <a href="http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf">http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf</a>          Richarz, Monika: “The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries”. <a href="http://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf">http://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf</a>          Brustein, William I.: Roots of Hate. Anti-Semitism in Europe before the Holocaust. Cambridge, 2003, Cambridge UP, pp. 49–58, 77–82, 95–117, 177–189, 265–278.  <a href="http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro">http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro</a>          Friedlander, Saul: Nazi Germany and the Jews, 1933–1945. New York, 2009, HarperCollins.</p>	

<http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf>

Richarz, Monika: "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries". [http://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The\\_History\\_of\\_the\\_Jews\\_in\\_Europe.pdf](http://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf)

**Recommended readings:**

Arendt, Hannah: The Origins of Totalitarianism. Cleveland and New York, 1962, The World Publishing Company, pp. 3–88.

[http://monoskop.org/images/4/4e/Arendt\\_Hannah\\_The\\_Origins\\_of\\_Totalitarianism\\_1962.pdf](http://monoskop.org/images/4/4e/Arendt_Hannah_The_Origins_of_Totalitarianism_1962.pdf)

Don, Yehuda – Karady, Victor (ed.): A Social and Economic History of Central European Jewry. New Brunswick, 1990, Transaction Publishers.

Karady, Victor: The Jews of Europe in the Modern Era. A Socio-Historical Outline. Budapest, 2004, CEU Press.

Arendt, Hannah: The Origins of Totalitarianism. Cleveland and New York, 1962, The World Publishing Company, pp. 3–88.

[http://monoskop.org/images/4/4e/Arendt\\_Hannah\\_The\\_Origins\\_of\\_Totalitarianism\\_1962.pdf](http://monoskop.org/images/4/4e/Arendt_Hannah_The_Origins_of_Totalitarianism_1962.pdf)

Don, Yehuda – Karady, Victor (ed.): A Social and Economic History of Central European Jewry. New Brunswick, 1990, Transaction Publishers.

Karady, Victor: The Jews of Europe in the Modern Era. A Socio-Historical Outline. Budapest, 2004, CEU Press.

**Assessment methods and criteria:**

In accordance with academic regulations, students are required to attend 60 per cent of the total number of sessions per semester.

Those who do not meet this standard are denied a signature to validate their course attendance, which also means the denial of a final grade.

Students are furthermore required to take two written exams in the middle and at the end of the semester.

Exam questions are based on lecture notes and readings.

The grading scale is the following: failure (1 or F) under 40%, passing (2 or D) between 40-54%, satisfactory (3 or C) 55-69%, good (4 or B) 70-84%, and excellent (5 or A) 85-100%.

The final grade is the average of the results of the mid-term and end-term exams.

Students unsatisfied with their suggested final grades are given an opportunity to improve during the exam period.



<b>Course title:</b>	Roma Society in Central Europe.
<b>Neptun code:</b>	BTKETN202
<b>Status: core, specialization, optional, other:</b>	Professional knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Szabó-Tóth, Kinga Dóra</b> <b>Associate Professor, PhD</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<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. 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 evaluating arguments on the basis of abstract/theoretical concepts.</p>	
<b>Course content: Week/Topic</b>	
<ol style="list-style-type: none"> <li>1, Overview on Roma communities n Central Europe</li> <li>2, International human rights norms and policy formation towards the Roma</li> <li>3, The relationship between Romani identities, ethnopolitics and academic and political discourses</li> <li>4, Anti-discrimination and educational policies and issues of racism</li> <li>5, Field research - reports and evaluation I.</li> <li>6, Field research - reports and evaluation II.</li> <li>7, Central Europe -- case study Czech Republic</li> <li>8, Central Europe -- case study Romania</li> <li>9, Central Europe -- case study Slovakia</li> <li>10, Central Europe -- case study Hungary</li> <li>11, Central Europe -- case study Poland</li> <li>12, Presentation I.</li> <li>13, Presentation II.</li> </ol>	
<b>Required readings:</b>	
<p>Guy, Will (ed.): Between Past and Future. The Roma of Central and Eastern Europe. Hatfield, University of Hertfordshire Press, 2001.</p> <p>Stauber, Roni – Vago, Raphael (ed.): The Roma. A Minority in Europe. Historical, Political and Social perspectives. Budapest-New York, Central European University Press, 2007.</p> <p>Stewart, Michael – Márton, Rövid (ed.): Multidisciplinary Approaches to Romany Studies. Selected papers from the participants of Central European University's Summer Course, 2007–2009. Budapest-New York, Central European University Press, 2011.</p> <p>Szelényi, Iván – Ladányi, János: Patterns of Exclusion. Constructing Gypsy Ethnicity and the Making of an Underclass in Transitional Societies of Europe. New York: Columbia University Press, 2006</p>	
<b>Recommended readings:</b>	
<p>Gay y Blasco, Paloma: Gypsy/Roma Diasporas. Introducing a Comparative Perspective. In: Social Anthropology, 2002. Vol. 10. No. 2.</p> <p>Pénzes, J. – Radics, Zs. (ed.): Roma Population on the Peripheries of the Visegrad Countries-Spatial Trends and Social Challenges. Debrecen, Didakt kft., 2012.</p> <p>Vermeersch, P.: The Romani Movement. Berghahn Books, New York, 2007.</p>	
<b>Assessment methods and criteria:</b>	
15 minutes presentation on a topic chosen with course supervisor.	

<b>Course title:</b>	Religions, Churches, Religious Minorities in Central Europe	
<b>Neptun code:</b>	BTKETN203	
<b>Status: core, specialization, optional, other:</b>	Professional knowledges	
<b>Type : lecture/seminar (practical)</b>	lecture	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	<b>Dr. Fazekas, Csaba Associate Professor, PhD</b>	
<b>Prerequisite course(s):</b>	-	
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam	
<b>Course objectives (50-100 words):</b>		
<p>Lectures explains the most important Central European churches, denominations and religions from the 18th century to the end of the 20th century. We will analyze the determining churches, state religions in the countries of the territory, their role in the political and cultural system of the given states. It will be showed the different church governing systems, types of church-state relations, the connections between the religiosity and the formatting of the national identities. (E.g. the role of the Greek Orthodoxy in the Roman, the Roman Catholic in the Polish or the Croatian in the birth of the national identity.) The first part of the presentations deals with the period of the Habsburg Empire and the Austro-Hungarian Monarchy. The second part focuses on the period of the church policy and the denominations of the national states of the 20th century. We will get to know in important place with the situation of the religious minorities, the relations between the non-Christian religions (especially the Jewry) and the majority Christian churches, the problems of their coexistence. A few presentations deals with the church persecution, church policy trends in the Central European Communist regimes, and the social role of the religions after the democratic transitions.</p>		
<b>Course content: Week, Topic</b>		
<ol style="list-style-type: none"> <li>1. Common visiting tour in different churches and temples of Miskolc city centre.</li> <li>2. Historical background of religions in Central Europe from the Middle Ages to Early Modern Era.</li> <li>3. The Age of Reformation. (16<sup>th</sup> and 17<sup>th</sup> centuries.)</li> <li>4. The Age of Enlightenment. (18<sup>th</sup> century)</li> <li>5. The Age of Modernisation. (19<sup>th</sup> century)</li> <li>6. The religions of the Austro-Hungarian Empire I.</li> <li>7. The religions of the Austro-Hungarian Empire II.</li> <li>8. The interwar period.</li> <li>9. The communistic states and the religions.</li> <li>10. Student presentations</li> <li>11. Student presentations</li> <li>12. Student presentations</li> <li>13. Student presentations</li> </ol>		
<b>Required readings:</b>		
<p>Christianity and Modernity in Eastern Europe. Ed.: Berglund, Bruce R. – Porter-Szűcs, Brian. Budapest – New York, CEU Press, 2010. (ISBN 978-963-9776-65-4)</p> <p>Religion and Politics in the Post-Socialist Central and Southwest Europe. Challenges since 1989. Ed.: Ramet, Sabrina P. New York, Palgrave Macmillan, 2014. (ISBN 978-1-137-33071-0)</p> <p>Ančić, Branko – Siniša Zrinščak: Religion in Central European Societies. Its Social Role and People's Expectations. In: Religion and Society in Central and Eastern Europe, 2012. 5 (1) 21–38. p.</p>		

**Recommended readings:**

Fazekas, Csaba: The Super-Ego of the Empire: Church and State. In: The Austro-Hungarian Dual Monarchy (1867-1918). Ed.: Gáspár, Zsuzsa – Gerő, András. London – Cape Town – Sydney, New Holland, 2008. (ISBN 978-1-84773-007-7) 152–175. p.

Müller, Olaf: Secularization, Individualization, or (Re)vitalization? The State and Development of Churchliness and Religiosity in Post-Communist Central and Eastern Europe. In: Religion and Society in Central and Eastern Europe, 2011. 4 (1) 21–37. p.

**Assessment methods and criteria:**

Christianity and Modernity in Eastern Europe. Ed.: Berglund, Bruce R. – Porter-Szűcs, Brian. Budapest – New York, CEU Press, 2010. (ISBN 978-963-9776-65-4)

Religion and Politics in the Post-Socialist Central and Southwest Europe. Challenges since 1989. Ed.: Ramet, Sabrina P. New York, Palgrave Macmillan, 2014. (ISBN 978-1-137-33071-0)

Ančić, Branko – Siniša Zrinščak: Religion in Central European Societies. Its Social Role and People's Expectations. In: Religion and Society in Central and Eastern Europe, 2012. 5 (1) 21–38. p.

1) Those students who...

a. ... participate at least 2/3 of the course AND

b. ... make a presentation from a chosen topic on the agreed day...

... will not have to write a final exam, but receive a grade offered by the course leader.

2) Those students who will not participate at least 2/3 of the course must write the final exam.

The final exam will be a written exam based on the compulsory readings and the topic which were discussed during the semester.

Evaluation of the final exam:

100–90 % excellent (5)

89-78 % good (4)

77-65 % average (3)

64-50 % sufficient (2)

below 50% fail (1)

3.) Those students who will not get a valid, at least sufficient (2) offered grade until the end of the semester or will not have a final exam result higher than 50% will not be able to complete the course.

<b>Course title:</b>	Literature, Politics and Oppositon in Socialist Eastern and Central Europe
<b>Neptun code:</b>	BTKETN204
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	practical
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Kertész, Noémi Senior Lecturer, PhD</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	term mark
<b>Course objectives (50-100 words):</b>	
<p>The proposed seminar focuses on the situation of literature and cultural life in socialist countries after World War II. It shows the process of the 'nationalization' of cultural institutions by Communist parties, the introducing of censorship in everyday practice, and the relationship between the intelligentsia and the Communist state. Thereafter, it concentrates on some consequences of the political liberalization in post-Stalinist Central and Eastern Europe from the late 1950s to the 1980s, with special emphasis on the Hungarian case. The cultural policy which classified art and literature with the categories permitted-prohibited-promoted was significant for this period in each country of the Eastern Bloc, but became known as 'Three T's' of György Aczél, the preeminent personality in the cultural policy of the Kádár regime. The most interesting new tendency of this period was the 'Eastern edition' of the absurd and grotesque ways of expression in prose and drama (especially in Poland, Czechoslovakia and Hungary). The second part of the seminar deals with the dissident movements, the appearance of the second public sphere and the role of the sa-mizdat network in creating alternative cultures</p>	
<b>Course content: Week Topic</b>	
<ol style="list-style-type: none"> <li>1. Stalin's control over culture / Russian literature under Stalin's rule</li> <li>2. 1945-1948: creating the Eastern Bloc, border changes, forced migrations, political turn</li> <li>3. Nationalization of cultural institutions by communist parties in Central Europe and the introduction of censorship;</li> <li>4. Intellectuals under ideological pressure: The Captive Mind, The Kidnapped West</li> <li>5. "Larks on a String" by Jiří Menzel based on Bohumil Hrabal's prose, 1969.</li> <li>6. Stalin's death and the post-Stalinist thaw: politics and literature</li> <li>7. Witnesses of the Soviet Gulag: Solzhenitsyn and Shalamov</li> <li>8. 1956: The Hungarian Uprising and its context</li> <li>9. Grotesque forms of expression: Sławomir Mrożek</li> <li>10. István Örkény's One Minute Stories</li> <li>11. Dissidents and the human rights movement</li> <li>12. Solidarity: The Decade of Poland</li> <li>13. The Orange Alternative in Poland</li> <li>14. Final discussion</li> </ol>	
<b>Required readings:</b>	
<p>History of the Literary Cultures of East-Central Europe: Junctures and Disjunctures in the 19th and 20th Centuries. Volume I, Ed. Marcel Cornis-Pope and John Neubauer. John Benjamins Publishing Company, Amsterdam/Philadelphia, 2004. (1945: John Neubauer, 143–176; 1948: Introduction: The Culture of Revolutionary Terror – Tomislav Z. Longinovic, Dagmar Roberts, Tomas Venclova, John Neubauer, Mihaly Szegedy-Maszak, and Marcel Cornis-Pope ), pp. 107–111.; Marcel Cornis-Pope and John Neubauer with Jolanta Jastrzebska, Boyko Penchev, Dagmar Roberts, Mihaly Szegedy-Maszak, Svetlana Slapšak, and Alfred Thomas: Revolt, suppression, and liberalization in Post-Stalinist East-Central Europe pp. 83–105.)</p> <p>Czesław Miłosz: The Captive Mind (Preface, Looking to the West)</p> <p>Milan Kundera: The Tragedy of Central Europe</p> <p>László Kontler: A History of Hungary. Atlantisz Publishing House, 2009. (Chapter VIII. Utopias and their Failures, 1945–1989, pp. 397–478.)</p>	

Mikhail Bulgakov: Master and Margarita. English translation and notes Richard Pevear and Larissa Volokhonsky, 2008.

Aleksandr Solzhenitsyn: One Day in the Life of Ivan Denisovich [http://www.kkoworld.com/kitablar/aleksandr\\_soljenitsin\\_ivan\\_denisovichin\\_bir\\_gunu-eng.pdf](http://www.kkoworld.com/kitablar/aleksandr_soljenitsin_ivan_denisovichin_bir_gunu-eng.pdf)

Joseph Brodsky: Less than One; In a Room and a Half <https://www.amherst.edu/system/files/media/0305/Brodsky%252520Less%252520Than%252520One.pdf>

István Örkény's "One Minute Stories"

<http://bookcents.blogspot.hu/2013/03/one-minute-stories-by-istvan-orkeny.html>

Sławomir Mrożek: The Elephant (short story)

<https://polishedtranslations.wordpress.com/the-elephant-by-slawomir-mrozek-translated-from-polish-by-halina-arendt/>

Krzysztof Czyżewski: The Atlantis Complex, or Central Europe after the End of the World

Krasnogruda nr 8.

[http://pogranicze.sejny.pl/krasnogruda\\_nr\\_8\\_krzysztof\\_czyzewski\\_the\\_atlantis\\_complex\\_or\\_central\\_europe\\_after\\_the\\_end\\_of\\_the\\_world,1311-1,12319.html](http://pogranicze.sejny.pl/krasnogruda_nr_8_krzysztof_czyzewski_the_atlantis_complex_or_central_europe_after_the_end_of_the_world,1311-1,12319.html)

#### **Recommended readings:**

Kristina Belyk The Master and Margarita Deconstructing Social Realism [https://www.masterandmargarita.eu/estore/pdf/emen049\\_belyk.pdf](https://www.masterandmargarita.eu/estore/pdf/emen049_belyk.pdf)

George Blueston: Jiří Menzel and the Second Prague Spring JSTOR

Gyula Illyés: One Sentence about Tyranny

Attila Szakolczai: The Main Provincial Centres of the 1956 Revolution: Győr and Miskolc. JSTOR

Miklós Mitrovits: The First Phase of De-Stalinization in East-Central Europe (1953–1958). A comparative approach

[The\\_First\\_Phase\\_of\\_De-Stalinization\\_in\\_East-Central\\_Europe\\_1953\\_1958\\_1\\_A\\_comparative\\_approach](#)

Milan Kundera: The Joke

György Galántai: The Experimental Art Archive of East Central Europe [http://www.artpool.hu/books/Artpool\\_book.html](http://www.artpool.hu/books/Artpool_book.html)

Samizdat: alternative culture in Central and Eastern Europe – from the 1960s to the 1980s. Berlin, Academy of Fine Arts 10. 09. – 29. 10. 2000, Prague, National Museum 06. 06. - 25. 08. 2002, Brussels, European Parliament 05.-15. 11. 2002 : [an exhibition by the Research Centre for East European Studies at the University of Bremen] / [ed. by Vilém Prečan, Erika Rissmann, Milena Janišová]. Bremen: Research Centre for East Europe-an Studies at the Univ. of Bremen, 2002

Skilling, Harold G.: Samizdat and an independent society in Central and Eastern Europe, Macmillan Press, in association with St Antony's College, Oxford, 1989.

Falk, Barbara J.: The Dilemmas of Dissidence in East-Central Europe: Citizen Intellectuals and Philosopher Kings, CEU Press, Budapest ; New York, 2003.

Goetz-Stankiewicz, Marketa: Good-bye. Samizdat offers the first collection of the best of Czechoslovakia's samizdat, underground texts from the era 1948 through 1990. Northwestern University Press, Evanston, 1992.

Fydrych, Waldemar: Pomarańczowa Alternatywa. Rewolucja Krasnoludków =The Orange Alternative. Revolution of Dwarves = Die Orange Alternative. Revolution der Zwerge. Fundacja „Pomarańczowa Alternatywa”, Warsaw, 2008.

#### **Assessment methods and criteria:**

Presentation

Essay

Any cases of academic dishonesty will be referred to the proper university authorities. All works submitted for credit in this class must be original and may not be submitted for credit in any other course.

<b>Course title:</b>	Movies, Screen, Politics, History and Identity in the Film Art
<b>Neptun code:</b>	BTKETN205
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	practical
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	Török, Zsuzsanna assistant lecturer
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	term mark
<b>Course objectives (50-100 words):</b>	
The course focuses on the European film history, especially in relation to political issues represented on the big screen. Our aim is to provide an understanding of the separate path the European and Central European film industry has taken during the communist era and to focus on the changes the collapse of the communism brought into the genre.	
<b>Course content: Week Topic</b>	
<ol style="list-style-type: none"> <li>1. European film vs. American film</li> <li>2. The history of European film – the beginning</li> <li>3. The history of European film – Art's promised land</li> <li>4. The history of European film – The unchained camera</li> <li>5. The history of European film – Music of light</li> <li>6. The history of European film – Opportunity Lost</li> <li>7. The history of European film – End of an Era</li> <li>8. Politics on the screen – films in the service of the state</li> <li>9. Politics on the screen – films in the service of change</li> <li>10. The Czech New Wave</li> <li>11. The Budapest school</li> <li>12. Central European filmmaking after the fall of communism</li> <li>13. Films of the new European identity/ the MEDIA program</li> </ol>	
<b>Required readings:</b>	
Holmes, Diana – Smith, Alison (eds): 100 Years of European Cinema: Entertainment or Ideology? Manchester University Press, 2000.	
Hames, Peter (ed.): The Cinema of Central Europe. London: Wallflower, 2004.	
<b>Recommended readings:</b>	
Fowler, Catherine: The European Cinema Reader. Psychology Press, 2002.	
Imre, Anikó (ed.): A Companion to Eastern European Cinemas. John Wiley & Sons, 2012.	
Iordanova, Dina: Cinema of the Other Europe: The Industry and Artistry of East Central European Film. London: Wallflower, 2003.	
<b>Assessment methods and criteria:</b>	
The students need to hand in a creative – preferably film – project by the end of the semester.	
The work has to represent their own views on Central European cinema.	
Grades:	
1 – fail – no work is presented or the presented work does not focus on the topic	
2 – sufficient – the work focuses on the topic but is presented in a way that only shows a superficial understanding of the topic	
3 – fair – the presented work shows some understanding of the topic but fails to provide an insight to the specificities of Central European cinema	
4 – good – the work presented shows a good understanding of the characteristics of Central European cinema, provides some insight to the topic	
5 – excellent – the presented work shows a deep understanding of the unique characters of Central European cinema and represents it in a creative way, offering some new insights to the topic	

<b>Course title:</b>	Economic History of Central European Countries
<b>Neptun code:</b>	BTKETN206
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Havasi, Virág Associate Professor,, PhD</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<p>The course is designed to familiarize students with the social and economic changes Central Europe underwent in the 20th century and beyond. The main topics are the following: comparative approaches to history of economy; population; family; social inequalities and social mobility; social policy; economy and living standard; work, leisure and consumption; politics and society; urbanization; and aspects of culture (identity, norms and values). The course would like to offer a broad overview of the most important economic changes in the region with special attention to topics as follows: the existence of „premature welfare states” during communism; economic processes in late communist societies; the presence of materialist and post-materialist values in post-war Central European countries; Similarities and difference in between the economic processes of Western and East-European countries.</p>	
<b>Course content: Week Topic</b>	
<p>Introduction (World economy based on Maddison, ancient times of the economy)  Medieval times  The making of early modern Europe from 1450 to ~1800  Movie: Aferim  Test 1, 1800-1915  Movie: Bridgeman  Test 2, Between the two world wars  CEU between 1945-1989  Movie: Man of Iron  Transition in CEU  Presentations  Presentations  Presentations</p>	
<b>Required readings:</b>	
<p>Berend, I. – Ránki, Gy.: Economic Development in East-Central Europe in the 19th and 20th Centuries. New York: Columbia University Press, 1974.  Maddison, A: The world Economy. OECD, 2003  Tridico, A: Institutions, Human Development and Economic Growth in Transition Economies. Palgrave, McMillan, 2011  Johnson, P. M.: Redesigning the Communist Economy: The Politics of Economic Reform in Eastern Europe. Boudler, Co.: East European Monographs, 1989.  Ránki, Gy. – Tomaszewski, J.: The Economic History of Eastern Europe, 1919–1975. Vol. II. Oxford, Oxford University Press, 1986.</p>	

**Recommended readings:**

Campbell, R. W. The Socialist Economies in Transition. Bloomington In., Indiana University Press, 1991.

Good, D. F.: Economic Transformation in Central Europe: the View from History. 1992. Online:

<http://www.cas.umn.edu/assets/pdf/WP921.PDF>

Campbell, R. W. The Socialist Economies in Transition. Bloomington In., Indiana University Press, 1991.

Chiot, D. (ed.) The Origins of Backwardness in Eastern Europe: Economics and Politics from the Middle Ages Until the Early Twentieth Century. Berkeley and London, University of California Press, 1989.

Clark, G.: A Farewell to Alms: a Brief Economic History of the World. Princeton University Press, Princeton, 2007.

**Assessment methods and criteria:**

tests

presentation (analysis of a chosen CEU country since 1989 until now)



## II/1st Semester

<b>Course title:</b>	Trends of Philosophy in Central Europe in the 19th and 20th Century II.
<b>Neptun code:</b>	BTKETN301
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Nyíró, Miklós Associate Professor, CSc</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<p>In the second part of this two semester course we concentrate on the work of one of the most influential 20th century Central European thinker, the Czech phenomenologist Jan Patočka. The students get acquainted with such important topics as, among others, Patočka's views on the essence of Europe ('care for the soul') and on that of ethics and politics; his corresponding theory of the three movements of human life; his philosophy of history in general and of European history in particular; his notion of the 20th century 'as war'; his diagnosis of the present age as that of post-Europe; his views on the essence of technology – in connection with, and at the same time opposition to, his teachers' (Husserl's and Heidegger's) pertaining views; etc. Beyond the more detailed discussion of these themes, it is also part of our aim that we present Patočka's views within the context of both, the historical and political developments, as well as other aspects of the cultural milieu, of the region of Central Europe at the time. — The most important competency acquired through this course is a holistic insight into the philosophical views of a prominent 20th century Central European philosopher within the intellectual context of contemporary Europe.</p>	
<b>Course content:</b>	
<p>Kohák, Erazim: "Jan Patočka, Edmund Husserl's philosophy of the crisis of science and his conception of a phenomenology of the 'life-world'." <i>Husserl Studies</i> 2: 129-155 (1985).</p> <p>Ucnik, Lubica: "Esse or Habere. To Be or To Have: Patočka's Critique of Husserl and Heidegger." In <i>Journal of the British Society for Phenomenology</i> 38 (2007), no. 3, 296-317.</p> <p>Soldinger, Emanuele: "The Layering of the 'Natural World' in Patočka's Thought in Dialogue with Husserl and Heidegger." 2007. Computerschrift, p. 9.</p> <p>Varsamopoulou, Evy: "Three Movements of Life: Jan Patočka's Philosophy of Personal Being". <i>The European Legacy</i>, Vol. 12, No. 5, 2007, 577–588.</p> <p>Findlay, Edward F.: "Conclusion: Foundations and Philosophy, Politics and Postmodernism. In his <i>Caring for the soul in a postmodern age. Politics and Phenomenology in the Thought of Jan Patočka</i>, 161-184.</p> <p>Dodd, James: "Philosophy in Dark Times: An Essay on Jan Patočka's Philosophy of History." <i>The New Yearbook for Phenomenology and Phenomenological Philosophy</i>. Vol. XIV 2015, 64-92.</p> <p>Dodd, James: "Philosophy in Dark Times: An Essay on Jan Patočka's Philosophy of History." <i>The New Yearbook for Phenomenology and Phenomenological Philosophy</i>. Vol. XIV 2015, 64-92.</p> <p>Dodd, James: "The Twentieth Century as War." In. Ivan Chvatík - Erika Abrams (eds.): <i>Jan Patočka and the Heritage of Phenomenology...</i>, 203-214.</p> <p>9) 9) Findlay, Edward F.: „A Philosophy of History and a Theory of Politics”, in. his <i>Caring for the Soul in a Postmodern Era: Politics and Phenomenology in Thought of Jan Patočka</i>, 83-120.</p> <p>10) 10) Findlay, Edward F.: "Classical Ethics and Postmodern Critique: Political Philosophy in Vaclav Havel and Jan Patočka". <i>The Review of Politics</i>, Vol. 61, No. 3 (Summer, 1999), pp. 403-438.</p> <p>Chvatík, Ivan: "The Responsibility of the 'Shaken': Jan Patočka and his 'Care for the Soul' in the 'Post-European' World." In. Ivan Chvatík - Erika Abrams (eds.): <i>Jan Patočka and the Heritage of Phenomenology...</i>, 263-280.</p> <p>Lau, Kwok-Ying: Patočka's Concept of Europe: An Intercultural Consideration. In. Ivan Chvatík - Erika Abrams (eds.): <i>Jan Patočka and the Heritage of Phenomenology...</i>, 229-244.</p>	

Tava, Francesco: "Lifeworld, Civilisation, System: Patočka and Habermas on Europe and its Crisis." *HO-RIZON* 5 (1), 2016, 70-86.

Meacham, Darian: "Caring for the Soul of Europe: Globalisation's Challenge to Europe and the Phenomenology of Jan Patočka." In: K. Boudouris: *The philosophy of culture II*. Athen. Edition Ionia, 2006, 140-150.

**Required readings:**

Abrams, Erika and Ivan Chvatík (eds.): *Jan Patočka and the Heritage of Phenomenology. Centenary Papers*. Heidelberg – London – New York: Springer, 2011.

Findlay, Edward F.: *Caring for the soul in a postmodern age. Politics and Phenomenology in the Thought of Jan Patočka*. Albany: SUNY Press, 2002.

*The New Yearbook for Phenomenology and Phenomenological Philosophy*. Vol. XIV 2015. Religion, War, and the Crisis of Modernity. A Special Issue Dedicated to the Philosophy of Jan Patočka.

**Recommended readings:**

Meacham, Darian and Francesco Tava (eds.): *Thinking After Europe: Jan Patočka and Politics*. Rowman & Littlefield International, 2016.

Tava, Francesco: *The Risk of Freedom: Ethics, Phenomenology, and Politics in Jan Patočka*. London: Rowman & Littlefield International, 2015.

**Assessment methods and criteria:**

During the semester every student is required to present one of the assigned articles to the class.

On the final exam, students are required to present and summarize their understanding of two of the articles pertaining to topic B), C) or D) as assigned to them (the exact articles are their own choice).

<b>Course title:</b>	East-Central Europe within the International World Order
<b>Neptun code:</b>	BTKETN302
<b>Status: core, specialization, optional, other:</b>	Professional knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	Lakatos, Júlia guest teacher
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<p>The course focuses on three aspects of East-Central European processes before and after the 1990 transitions, with special attention to Hungary. Firstly, it presents the relationship of changes in domestic policy to the geopolitical situation. Secondly, it touches upon the problems of interpreting democracy. Thirdly, it presents in detail the development, typology and the effects of different social movements. The main topics: The geopolitical situation of Hungary before 1990.; Democratic transition in East-Central Europe. Post-communist political culture and nostalgia; The end of history. Democracy and liberalism in East-Central Europe in the 90s.; Rise of illiberalism and populism. The new radical right in East-Central Europe; Soft power in international politics; Social movements, political protests after in the illiberal context. Activism, political participation in East-Central Europe; Globalisation and nation states. The roots of the conflict between the two concepts.</p>	
<b>Course content:</b>	
<ol style="list-style-type: none"> <li>1. The geopolitical situation of Hungary before 1990 I.</li> <li>2. The geopolitical situation of Hungary before 1990 II.</li> <li>3. Democratic transition in East-Central Europe</li> <li>4. Post-communist political culture and nostalgia</li> <li>5. The end of history. Democracy and liberalism in East-Central Europe in the 90s I.</li> <li>6. The end of history. Democracy and liberalism in East-Central Europe in the 90s II.</li> <li>7. The new radical right in East-Central Europe</li> <li>8. Rise of illiberalism and populism</li> <li>9. Soft power in international politics.</li> <li>10. Social movements, political protests after in the illiberal context</li> <li>11. Activism, political participation in East-Central Europe</li> <li>12. Globalization and nation states. The roots of conflict between the two concepts I.</li> <li>13. Globalization and nation states. The roots of conflict between the two concepts II.</li> <li>14. No special weekly reading except for recommended course reading.</li> </ol>	
<b>Required readings:</b>	
<p>Bartmanski, Dominik. "Successful icons of failed time: Rethinking post-communist nostalgia." <i>Acta sociologica</i> 54.3 (2011): 213-231.</p> <p>Císař, Ondřej. "Social Movements after Communism." <i>The Routledge Handbook of East European Politics</i>, 2017, pp. 184–196., doi:10.4324/9781315687681-14.</p> <p>Hajdú, Zoltán. "Hungary's changing geopolitical situation during the transitional period." <i>Hungarian Spaces and Places: Patterns of Transition</i> 26 (2005): 28.</p> <p>Hajdú, Zoltán. From "East" to "West" (The Transformation of the Geopolitical Position of Hungary in the Period of 1988-1998). In: <i>Regional Processes and Spatial Structures in Hungary in the 1990s</i>. Pécs, Centre for Regional Studies, Hungarian Academy of Sciences</p>	

**Recommended readings:**

Pytlas, Bartek. Radical right parties in Central and Eastern Europe: Mainstream party competition and electoral fortune. Routledge, 2015.

Romsics, Ignác, ed. Geopolitics in the Danube region: Hungarian reconciliation efforts, 1848-1998. Vol. 97. Central European University Press, 1999.

**Assessment methods and criteria:**

Final essay based on topic question relevant to the lectures. Student may choose between two essay topics

<b>Course title:</b>	Legal Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21th Century in Central Europe
<b>Neptun code:</b>	BTKETN304
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5;2
<b>Name and position of lecturer:</b>	<b>Papp, Attila professor</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<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>	
<b>Course content:</b>	
<ol style="list-style-type: none"> <li>1. Demographic aspects of minorities from Central Europe (CE)</li> <li>2. Role of ethnic data in CE</li> <li>3. Typology of minority groups in CE</li> <li>4. Basic notions concerning minorities in CE: nation, nation-state, nation-building processes</li> <li>5. Theories concerning minorities in CE</li> <li>6. Legal minority protection in CE</li> <li>7. Minority protection in international law</li> <li>8. Minority question and minority protection in Hungary</li> <li>9. Roma in Hungary and in CE</li> <li>10. Minority Hungarians in Carpathian Basin</li> <li>11. Role of institutions and social subsystems in minority life</li> <li>12. Hungarian diaspora in Western countries</li> <li>13. Minority education: role and typology</li> <li>14. Minority media: role and typology</li> </ol>	
<b>Required readings:</b>	
<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> <p>Vizi, B. – Lattmann, T. (ed.): International Protection of Human Rights. Budapest, Nemzeti Közzolgálati-Egyetem, 2014. 144 p. (ISBN 978-615-5491-42-9)</p>	

**Recommended readings:**

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.

**Assessment methods and criteria:**

Presentation the social, legal and demographic aspects of a minority group from Central Europe

Written essay on a minority group from Central Europe

<b>Course title:</b>	Theories of Identity and National Identities
<b>Neptun code:</b>	BTKETN305
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	Török, Zsuzsanna assistant lecturer
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
In recent social scientific and anthropological research the topic of identity is especially important. The aim of the course is to inform the students of recent theories on identity, to present them a deep understanding of the working of personal and social identities.	
<b>Course content:</b>	
<ol style="list-style-type: none"> <li>1. The notion of personal identity <ol style="list-style-type: none"> <li>1. The notion of social identity</li> <li>2. The notion of collective identity</li> <li>3. Post-critical interpretation of identity</li> <li>4. National identities in Central Europe in the 20th century</li> <li>5. National identities in Central Europe in the European Union</li> <li>6. Regional identities in Central Europe in the 20th century</li> <li>7. Minority identities in Central Europe in the 20th century</li> <li>8. The questions of identity after the fall of communism</li> <li>9. The questions of identity in the extended Europe</li> <li>10. The representation of identity in Central Europe</li> <li>11. The challenges of cultural identities in the 21st century in Central Europe</li> <li>12. Identity and foreign policy in Central Europe</li> </ol> </li> </ol>	
<b>Required readings:</b>	
Barth, Fredrik: Ethnic Groups and Boundaries. Online: <a href="http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_4/Barth_Introduction_Ethnic_Groups_and_Boundaries_.pdf">http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_4/Barth_Introduction_Ethnic_Groups_and_Boundaries_.pdf</a>	
Christopher Long: East Central Europe: National Identity and International Perspective. in. Journal of the Society of Architectural Historians, Vol. 61, No. 4 (Dec., 2002), pp. 519-529.	
Merje Kuus: Ubiquitous Identities and Elusive Subjects: Puzzles from Central Europe. in. Transactions of the Institute of British Geographers, New Series, Vol. 32, No. 1 (Jan.,2007), pp. 90-101	
<b>Recommended readings:</b>	
Robin Okey: Ubiquitous Identities and Elusive Subjects: Puzzles from Central Europe. Past & Present, No. 137, The Cultural and Political Construction of Europe (Nov.,1992), pp. 102-133.	
Rogers Brubaker, Margit Feischmidt, Jon Fox, Liana Grancea: Nationalist Politics and Everyday Ethnicity in a Transylvanian Town. Princeton University Press, Princeton, 2007.	
Waierman, Alan S.: Identity Status Theory and Erikson's Theory: Communalities and Differences. In: Developmental Review, 1988. 185–208. p.	

**Assessment methods and criteria:**

The students have a written exam at the end of the semester consisting of five questions, one of which is an essay question.

Grades:

- 1 – fail – 0-50%
- 2 – sufficient – 51-60%
- 3 – fair – 61-70%
- 4 – good – 71-85%
- 5 – excellent – 86-100%



## II/2nd Semester

<b>Course title:</b>	Social Protection and the Quality of Life in the V4 Countries
<b>Neptun code:</b>	BTKETN401
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Szabó-Tóth, Kinga Dóra Associate Professor, PhD</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	4 spring
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
The aim of the course is to provide information about CEE and understand the socio-economic status of the region. We will have a special focus on social protection and the quality of life.	
<b>Course content:</b>	
<ol style="list-style-type: none"> <li>1. V4 Countries – history, common points and differences</li> <li>2. The Welfare State: Citizenship and Social Protection</li> <li>3. Quality of Life: Who is Responsible for Welfare?</li> <li>4. State Socialism and its Heritage</li> <li>5. Market Economy in Post-Socialist Countries</li> <li>6. Social Challenges in the V4 Countries</li> <li>7. Vulnerable Groups in Hungary</li> <li>8. Young People in the V4 countries</li> <li>9. Economic Challenges in the V4 Countries</li> <li>10. Social Protection and Social Policy in the V4 countries</li> <li>11. Euroscepticism in the V4 countries</li> <li>12. Student presentations</li> <li>13. Student presentations</li> <li>14. Student presentations</li> </ol>	
<b>Required readings:</b>	
<p>1) Dorottya Szikra and Béla Tomka: Social Policy in East Central Europe: Major Trends in the 20th Century, In Alfio Cerami and Peter Vanhuysse, eds., PostCommunist Welfare Pathways: Theorizing Social Policy Transformations in Central and Eastern Europe Basingstoke: Palgrave Macmillan, 2009, 17-34  <a href="http://venus.arts.uszeged.hu/pub/tortenet/legujabbkori_egyetemes/tomka/Tomka_t041.pdf">http://venus.arts.uszeged.hu/pub/tortenet/legujabbkori_egyetemes/tomka/Tomka_t041.pdf</a></p> <p>2) Gubová, Olga. Some Aspects of Political Regionalization of Visegrad Countries, International Multi-disciplinary Scientific Conference on Social Sciences &amp; Arts SGEM, 2015, p339-344, 6p. <a href="http://szociologia-szak.uni-miskolc.hu/segedanyagok/Politicalreg.pdf">http://szociologia-szak.uni-miskolc.hu/segedanyagok/Politicalreg.pdf</a></p> <p>3) Jozsef Duro: Becoming Mainstream? Euroscepticism Among Established Parties in V4 Countries, Eurasian Journal of Social Sciences, 2016/4, 35-47  <a href="https://www.researchgate.net/publication/309659788_BECOMING_MAINSTREAM_EUROSCEPTICISM_AMONG_ESTABLISHED_PARTIES_IN_V4_COUNTRIES">https://www.researchgate.net/publication/309659788_BECOMING_MAINSTREAM_EUROSCEPTICISM_AMONG_ESTABLISHED_PARTIES_IN_V4_COUNTRIES</a></p> <p>4) Málíková et al: Socio-economic changes in the borderlands of the Visegrad Group (V4) countries, Moravian Geographical Report, 2015/2  <a href="https://www.geonika.cz/EN/research/ENMGRClanky/2015_2_MALIKOVA.pdf">https://www.geonika.cz/EN/research/ENMGRClanky/2015_2_MALIKOVA.pdf</a></p> <p>5) Nic, Milan – Swieboda, Pavel: Central Europe fit for the future: 10 years after EU accession. Online: <a href="http://www.cepolicy.org/sites/cepolicy.org/files/attachments/central_europe_fit_for_the_future_report.pdf">http://www.cepolicy.org/sites/cepolicy.org/files/attachments/central_europe_fit_for_the_future_report.pdf</a></p> <p>6) Nováková, Bibiána; Šoltés, Vincent. Quality of Life Research: Material Living Conditions In The Visegrad Group Countries, In: Economics &amp; Sociology. 2016, Vol. 9 Issue 1, p282-294. 13p</p>	

<http://szociologiaszak.uni-miskolc.hu/segedanyagok/Liferesearch.pdf>

7) Raj Kollmorgen: Transformation theory and socio-economic change in central and eastern europe. a Conceptual Framework, 2010

In: [http://www.emecon.eu/fileadmin/articles/1\\_2010/emecon%201\\_2010%20Kollmorgen.pdf](http://www.emecon.eu/fileadmin/articles/1_2010/emecon%201_2010%20Kollmorgen.pdf)

8) Szalai et al: V4 Migration Policy: Conflicting Narratives And Interpretative Frameworks, Barcelona Center for Foreign Affairs, 2017

[https://www.cidob.org/articulos/monografias/illiberals/v4\\_migration\\_policy\\_conflicting\\_narratives\\_and\\_interpretative\\_frameworks/\(language\)/eng-US](https://www.cidob.org/articulos/monografias/illiberals/v4_migration_policy_conflicting_narratives_and_interpretative_frameworks/(language)/eng-US)

**Recommended readings:**

1) Anna Ludwinek et. al: Social Mobility in the EU, Eurofound 2017.,

<http://www.eurofound.europa.eu/publications/htmlfiles/ef1264.htm>

2) Study on Social Services of General Interest. Final Report. Employment, Social Affairs and Inclusion Directorate General of the European Commission, 2011.

<http://ec.europa.eu/social/main.jsp?catId=794&langId=en>

3) United Nations Development Programme (Selim Jahan): Human Development Report 2016, selected chapters

[http://hdr.undp.org/sites/default/files/2016\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)

**Assessment methods and criteria:**

1) Those students who...

a. ... participate at least 2/3 of the course AND

b. ... write a term paper with the lengths of 1500-2000 words until the deadline AND

c. ... make a presentation from a chosen topic on the agreed day...

... will not have to write a final exam, but receive a grade offered by the course leader.

2) Those students who will not participate at least 2/3 of the course must write the final exam.

The final exam will be a written exam based on the compulsory readings and the topic which were discussed during the semester.

Evaluation of the final exam:

100–90 % excellent (5)

89-78 % good (4)

77-65 % average (3)

64-50 % sufficient (2)

below 50% fail (1)

3.) Those students who will not get a valid, at least sufficient (2) offered grade until the end of the semester or will not have a final exam result higher than 50% will not be able to complete the course.

<b>Course title:</b>	20th Century Political Culture: Hungary in East-Central Europe
<b>Neptun code:</b>	BTKETN001
<b>Status: core, specialization, optional, other:</b>	Optional course
<b>Type : lecture/seminar (practical)</b>	practical
<b>Number of credits; hours per week</b>	5;2
<b>Name and position of lecturer:</b>	<b>Prof. Dr. László Kürti</b>
<b>Prerequisite course(s):</b>	-
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam
<b>Course objectives (50-100 words):</b>	
<p>By discussing the political processes during the 20th century, the course deals with the various scholarly approaches to Hungarian political culture. It intends to familiarize students with those political, social and cultural features that are specific to Hungary; throughout the course various aspects will be highlighted that most characterize the region and became inextricably connected to WWII and the following era. Since it is not possible to discuss and read all aspects of the societies of East-Central Europe (Slovak, Czech, Polish, Hungarian, Romanian, Slovenian), specific area will be selected according to students familiarity with the region and expertise. For example, in the Hungarian case, we will focus on post-WWII developments and discuss the relevance of such questions as totalitarianism, fascism, Stalinism, and the revolution of 1956. To best achieve our goal, we will focus on the Memento Park and/or the House of Terror Museum by taking a three-pronged approach: 1. An interdisciplinary approach surrounding the nature and definition of political culture in the social sciences in general and political science in specific. 2. Describing the socio-economic and political development of Hungarian society following WWI; creation of dictatorship, war and revolution. 3. We will discuss the reactions of two world wars and the 1956 revolution by focussing on political memory and art. Throughout the course, we will discuss not only the theoretical and historical concerns of these topics, but where possible we will attempt to utilize unique studies to highlight comparable developments in other East-Central European states.</p>	
<b>Course content:Week Topic</b>	
<ol style="list-style-type: none"> <li>1. Dictatorship: Fascism, National Socialism, and Stalinism</li> <li>2. Dictatorship: Fascism, National Socialism, and Stalinism</li> <li>3. Dictatorship: Fascism, National Socialism, and Stalinism</li> <li>4. Dictatorship: Fascism, National Socialism, and Stalinism</li> <li>5. Cold War</li> <li>6. Cold War</li> <li>7. Mid-term exam: Oral presentations, short essays</li> <li>8. Mid-term exam: Oral presentations, short essays</li> <li>9. Revolutions: Hungary, 1956, Prague Spring, Solidarity</li> <li>10. Revolutions: Hungary, 1956, Prague Spring, Solidarity</li> <li>11. Socialisms and Post-socialist Europe)</li> <li>12. Memento Park and The House of Terror Museum (specific reading list to be distributed)</li> <li>13. Presentations.</li> <li>14. Presentations.</li> </ol>	
<b>Required readings:</b>	
<p>Klingemann, Hans-Dieter – Fuchs, Dieter – Zielonka, Jan (ed.): Democracy &amp; Political Culture in Eastern Europe. London, Routledge, 2006. (ISBN 0-203-08597-3)</p> <p>Kopecky, P. – Mudde, C. (ed.): Uncivil society? Contentious politics in post-communist Europe. London, Routledge, 2003. (ISBN: 0-415-26585-1.)</p> <p>Lukacs, John: Democracy and populism. New Haven, Yale University Press, 2005. (ISBN 9780200107739)</p>	

**Recommended readings:**

Ash, T. G.: The Polish revolution. New Haven, Yale University Press, 2003. (ISBN 13 978-0300095685)  
Kürti, L. – Skalnik, P. (ed.): Postsocialist Europe. Anthropological perspectives from home. Oxford, Berghahn Books, 2009.

**Assessment methods and criteria:**

It is expected that students will not miss classes and consultation with instructor.

Students are required to do a mid-term presentations based on specific assigned reading (50%). At the end of the semester, students and course director select one topic for a final presentation and essay (25+25%). In-class presentations are based on the written essays, and can take various forms (power point, poster, class discussion, etc). It is expected that oral presentations are around 10 minutes each; length of short essays are between 5-6 pages (double-spaced, Times Roman, 12 p.). To change topics is only possible via prior agreement of instructor. Complex and difficult subjects – especially those requiring substantial literature search and data-analysis – may be jointly completed by two students. To do so, students are required to obtain prior permission from the course instructor.

Final oral presentations will take place during the last two weeks of the course. There will be 10-15 minutes allocated for each presentation. Final essay are due during exam period and submitted electronically. Final essays will be written in the format of MA thesis; they should be between 8-10 pages long.

<b>Course title:</b>	Intercultural Communication (German)	
<b>Neptun code:</b>	BTKETN002	
<b>Status: core, specialization, optional, other:</b>	OPTIONAL COURSES	
<b>Type : lecture/seminar (practical)</b>	practical	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	Dr. Renáta Kriston	
<b>Prerequisite course(s):</b>	-	
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	term mark	
<b>Course objectives (50-100 words):</b>		
<p>After completing the study module in Intercultural Communication the student</p> <ul style="list-style-type: none"> <li>- has an overview of concepts, models, and theories relevant to intercultural communication</li> <li>- has developed an appreciation of different cultural perspectives and values</li> <li>- is able to analyse communication between people from different racial, ethnic and cultural backgrounds in both national and international settings.</li> </ul>		
<b>Course content: Wekopic</b>		
<ol style="list-style-type: none"> <li>1. Introduction: Language usage</li> <li>2. Cultural thought patterns (high-context vs. low-context)</li> <li>3. Communication styles</li> <li>4. Speaking with superiors/inferiors</li> <li>5. Written communication</li> <li>6. Intercultural communicative competence</li> <li>7. Greetings</li> <li>8. Nonverbal communication</li> <li>9. Attitudes toward time</li> <li>10. Attitudes toward gender</li> <li>11. Etiquette</li> <li>12. Tolerance of ambiguity</li> <li>13. Summative test (objective test)</li> </ol>		
<b>Required readings:</b>		
<p>Rogers, E., &amp; Steinfatt, T. (1999). Intercultural communication. Prospect Heights, IL: Waveland Press</p> <p>Pearson, J., &amp; Nelson, P. (2000). An introduction to human communication: Understanding and sharing. Boston, MA: McGraw-Hill.</p> <p>Klopf, D. (1991). Intercultural encounters: The fundamentals of intercultural communication(2nd ed.). Inglewood, CA: Morton Publishing Company.</p>		
<b>Recommended readings:</b>		
<p>Samovar, L.A. and Porter R.E. (1997). Intercultural Communication: A Reader (8th ed.) Wadsworth Thompson.</p>		
<b>Assessment methods and criteria:</b>		
Formative and summative assessments in form of oral presentations and tests		

<b>Course title:</b>	European values	
<b>Neptun code:</b>	BTKETN005	
<b>Status: core, specialization, optional, other:</b>	OPTIONAL COURSES	
<b>Type : lecture/seminar (practical)</b>	practical	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	Colin Swatridge, visitor lecturer	
<b>Prerequisite course(s):</b>	-	
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	term mark	
<b>Course objectives (50-100 words):</b>		
<b>Course content: Week Topic</b>		
<ol style="list-style-type: none"> <li>1. Power-Point Presentation outlining the course:</li> <li>2. the origin of the word 'value'</li> <li>3. European values as enshrined in the 2004 Lisbon Treaty</li> <li>4. the antithesis of Liberalism and Conservatism</li> <li>5. the ways in which European values are overridden in the V4</li> <li>6. the report of the Hungarian Network of Academics</li> <li>7. Nationalism: what do we understand by this term? When is nationalism simple patriotism, and when is it xenophobia?</li> <li>8. Nationalism in the countries of Central/Eastern Europe: Slovakia, Czechia, Poland, and Hungary. How might these signs of nationalism offend European values?</li> <li>9. Equality of rights: a consideration of various minorities; Roma, Hungarians in Slovakia, LGBT and 'gay pride'; the growing wealth gap, in each of the V4 countries.</li> <li>10. Corruption: what do we mean by this? How widespread is it in the V4 countries, and how does it offend European values?</li> <li>11. Freedom of the media: how independent are print media to publish and TV channels to broadcast without government interference in the V4 countries – and in Hungary, in particular?</li> <li>12. The freedom of the Judiciary in the V4: a Polish case-study. What are the findings of the Hungarian Network of Academics?</li> </ol>		
<b>Required readings:</b>		
<b>Recommended readings:</b>		
<b>Assessment methods and criteria:</b>		