



TEMATICS

International Relations MA
Institute of Applied Social Sciences

31. January, 2026



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I/1.

Subject name: History of Political Thought 1	Subject Neptun code: BTINRMAN101 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory/optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Csaba Fazekas, Associate Professor, PhD, habil..	
Lecturer(s) involved: -	
Proposed semester: 1A	Prerequisite:
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: The course starts with the analysis of the modern political thought in the 18th century: the impact of the French and German Enlightenment in the Habsburg Empire, the characteristics of the ‘Enlightened Absolutism’ in the region. The Enlightenment and the later Liberalism and Conservatism showed a lot of similarities and differences in compare of the Western European parallels. The lecture shows these characteristic elements, e.g. different relation to the kingdom and the emperor, the role of nobility, the missing of ‘third order’ etc. The second part of the lecture deals with the most important ideological wave of the 19th century: the births of modern nations in the Central European region, the different nationalisms, specific features in the case of Hungarian, Romanian, Slovak, Polish, Czech and other nationalist movements.</p> <p>Competences to be developed:</p> <p>knowledge:</p> <p>Knowledge</p> <ul style="list-style-type: none"> – Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. – He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. – He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. – Knowledge of human rights and minority rights regimes and their regional systems. – Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance. – Knowledge of the deeper context of international political, economic, legal and social institutions and processes. <p>Ability</p> <ul style="list-style-type: none"> – Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired. – The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept. – The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. – Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions. – Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work. – The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners. 	

Attitude

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

Autonomy and responsibility

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

Thematic description of the subject:

Lecture:

Mid-term assessment and evaluation:

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Balázs Trencsényi – Michal Kopeček – Luka Lisjak Gabrijelčič – Maria Falina – Mónika Baár – Maciej Janowski: A History of Modern Political Thought in East Central Europe. Vol. I. Negotiating Modernity in the Long Nineteenth Century'. Oxford, Oxford University Press, 2016. ISBN 978-0-19-873714-8
Iván Zoltán Dénes: [Conservative ideology in the making](#). Budapest, Central European University Press, 2009. ISBN 978-9-639-77657-9

Recommended literature:

Csaba Fazekas: The Super-Ego of the Empire: Church and State. In: Zsuzsa Gáspár (ed.): The Austro-Hungarian Dual Monarchy (1867–1918). London, New Holland, 2008. ISBN 978-1-847-73007-7. 152–175.

Subject name: Applied Social Research Methods I.	Subject Neptun code: BTINRMAN102 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory/optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Kinga Szabó-Tóth, Phd, dr. habil, associate professor	
Lecturer(s) involved: -	
Proposed semester: 1 A	Prerequisite:
Hours/week: 2	Method of calculation (Written exam, oral exam, report): seminar, practice
Credit:	Schedule (full-time):
<p>Mission and purpose of the subject: 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.</p> <p>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>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. - Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research. <p>Ability</p> <ul style="list-style-type: none"> -The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept. - Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects. - Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions. <p>Attitude</p> <ul style="list-style-type: none"> - He/she is characterised by insight, creativity and methodological awareness. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora. - He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues. 	
Thematic description of the subject:	
<p>Exercise:</p> <ol style="list-style-type: none"> 1, Introduction to Social Research 2, Background Theories of Social Research 3, Steps of Research Design 4, Conceptualization 5, Operationalization 	

- 6, Forming hypothesis
- 7, Sampling
8. Research methods I. (Survey, secondary data analysis)
- 9, Research methods II. (Interview)
- 10, Research methods III. (Field study)
- 11, Qualitative studies
- 12, Quantitative studies
- 13, Presentation I.
- 14, Presentation II.

Mid-term assessment and evaluation:

15 minutes presentation on a specific research design, based on individual topics.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required Course Reading:

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

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

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

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

Recommended Course Reading:

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

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

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

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

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

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

Subject name: Global Governance	Subject Neptun code: BTINRMAN103 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory/ <u>optional</u> /differentiated professional knowledge/specialisation):
Responsible for: Júlia Lakatos	
Lecturer(s) involved:	
Proposed semester: 1 A	Prerequisite: -
Hours/week: 2 h/w	Method of calculation (Written exam, oral exam, report): lecture, exam
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: Global governance is an important institution of the international order, but it is also the institution undergoing permanent processes of change in the modern and at times turbulent world. No institution has undergone greater change in both the theoretical understanding of it and the nature of its day-to-day practice in the last several decades. No process has become more important than our ability, or often lack of it, to engage on transnational policy making by international collective action problem solving while at the same time becoming so highly contested and politicised. We face a permanent challenge to govern ourselves beyond the territory of the nation state, and hence face the importance of understanding the expectations and limits of global governance.</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. - He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. - He/she is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the deeper context of international political, economic, legal and social institutions and processes <p>Ability</p> <ul style="list-style-type: none"> - Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired. -The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language. -Ability to use political science concepts consistently. - Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts. <p>Attitude</p> <ul style="list-style-type: none"> -He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment. -He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful. -He/she builds his/her career responsibly and supports the career development of the staff he/she supervises. <p>Autonomy and responsibility</p>	

-He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
-He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
-He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

Thematic description of the subject:

Lecture:

This course examines global governance - the creation, revision, and enforcement of the rules that are intended to govern the world. We begin by considering the international order that lurks behind and defines any governance arrangement, then, the next section of the course examines the changing architecture of global governance. Once, the global governance was dominated by large intergovernmental organizations, created by states and for states. One of the dramatic changes in the last several decades, though, is that the architectures and the architects of global governance have changed. There are nongovernmental organizations, private-public partnerships, regime complexes, private governance authorities, and on and on. Why has global governance become such a hodge-podge of architectures? Is this a sign of ingenuity or desperation? Are these new configurations better able to solve today's problems? Does all this activity and complexity mean that the world has gotten better smarter about how to solve the evolving problems? How have these changes in global governance affected the legitimacy of the system? Finally, the third sections examine three select issues in global governance: human security; refugees and migration; and global health.

Mid-term assessment and evaluation:

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Recommended literature:

John Bolton. 2000. "Should We Take Global Governance Seriously?" Presented at the Conference "Trends in Global Governance: Do They Threaten American Sovereignty?" American Enterprise Institute, April 4-5. https://www.iatp.org/sites/default/files/Should_We_Take_Global_Governance_Seriously.h tm.

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

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

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

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

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

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

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

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

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

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

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

Subject name: The World Today: Foreign Policy Analysis	Subject Neptun code: BTINRMAN104 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory/optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Júlia Lakatos.	
Lecturer(s) involved: -	
Proposed semester: 1 A	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): practical, term mark
Credit:	Schedule (full-time):
<p>Mission and purpose of the subject: The aim of the course is to learn the theoretical background of foreign policy analysis and its adaptation and application in practice. In addition, a strong emphasis will be placed on the potential difficulties and limitations of foreign policy analysis. The types and tools of foreign policy analysis will then be discussed, as well as ways of effectively gathering and organising information. During the course, current foreign policy processes and developments, potential crises and conflicts will be analysed and discussed in different perspectives. The world is constantly changing, international relations are evolving in different ways, and unexpected, dramatic and often revolutionary events are unfolding before our eyes, even in a short space of time. Following, discussing and analysing these processes from an expert perspective is the main objective of this practical course.</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. - He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the context of the most significant world political conflicts and crises of the 21st century. - Knowledge of the main current issues and dilemmas of Hungarian foreign policy. - Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy. - Knowledge of the specificities of main civilisations, cultures and major world religions. - Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking. - Knowledge and understanding of the linguistic content of the specialized languages previously studied. - Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance. - Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research. - Knowledge of the deeper context of international political, economic, legal and social institutions and processes. <p>Ability</p> <ul style="list-style-type: none"> - Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired. - Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers. - Ability to define the economic and political interests of the various players in the international system and their interrelationships. 	

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

Attitude

- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.

Autonomy and responsibility

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

Thematic description of the subject:

Exercise:

Mid-term assessment and evaluation:

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Morin, Jean-Frédéric – Paquin, Jonathan (2018): *Foreign Policy Analysis. A Toolbox*. Cham: Palgrave Macmillan. ISBN 978-3-319-61002-3.
Breuning, Marijke (2007): *Foreign Policy Analysis. A Comparative Introduction*. New York: Palgrave Macmillan. ISBN 978-0-312-29619-3.
Alden, Chris – Aran, Amnon (2012): *Foreign Policy Analysis. New Approaches*. London: Routledge. ISBN 9781138934290.

Recommended literature:

Hudson, Valerie M. – Day, Benjamin S (2019): *Foreign Policy Analysis. Classic and Contemporary Theory*. Lanham: Rowman & Littlefield. ISBN 978-1-4422-7790-8.
Sørensen, Georg - Møller, Jørgen – Jackson, Robert (2022): *Introduction to International Relations: Theories and Approaches*. Eighth Edition. Oxford: OUP. ISBN 9780198862208
Neack, Laura (2018): *Studying Foreign Policy Comparatively. Cases and Analysis*. Lanham: Rowman & Littlefield. ISBN 978-1-5381-0961-8
Foreign Policy. Analyses: <https://foreignpolicy.com/channel/analysis/>

Subject name: Reading Foreign Policy Texts 1	Subject Neptun code: BTINRMAN105 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory/optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Prof. Dr. László Kürti	
Lecturer(s) involved: Daniel Kiss, master lecturer	
Proposed semester: 1A	Prerequisite:
Hours/week: 2	Method of calculation (Written exam, oral exam, report): seminar, term mark
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject:</p> <p>In these interactive, practical courses, students are introduced to key foreign policy sources and texts. They read and analyse these various texts together and learn about the tools and specific terminology of diplomacy too. The first course will focus on the great classics of diplomacy (e.g. Sadow, Kissinger).</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. - He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. - He/she is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the context of the most significant world political conflicts and crises of the 21st century. - Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union. - Knowledge of human rights and minority rights regimes and their regional systems. - Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform. - Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy. - Knowledge of the specificities of main civilisations, cultures and major world religions. - Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking. - Knowledge and understanding of the linguistic content of the specialized languages previously studied. - Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance. - Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research. - Knowledge of the deeper context of international political, economic, legal and social institutions and processes. <p>Ability</p>	

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

Attitude

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

Autonomy and responsibility

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

Thematic description of the subject:

After an introduction to key foreign policy aspects of our region we delve into the most important documents relating to how our systems of international relations came to be. We aim to touch upon texts explaining the central values and methods governing organisations and relationships such as NATO, the EU or the UN. We also aim to keep the most recent happenings of world

politics in the spotlight by regularly touching upon news sources and assessing their political and international implications in a scientific way.

Exercise:

1. Introduction
2. Hungary in the international scene
3. Hungarian foreign policy
4. The European Union
5. The North Atlantic Treaty Organization
6. The United Nations
7. Supranational governance, world government debate
8. Values or pragmatism debate
9. Politics of the United States
10. Politics of the European Union
11. Politics of China and Russia
12. Shifts in world politics
13. Students' presentations
14. Conclusion

Mid-term assessment and evaluation:

The students are expected to actively participate in the topics discussed during the course as well as contribute their own thoughts and remarks in the debates presented. The presentation of different, conflicting views and attitudes is encouraged in order to broaden all participants' perspectives. Activity and contributions will influence the term mark.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Orderly participation on the seminars with a maximum number of 3 absences is the requisite for granting the signature. Signature replacement is not possible. The term mark is given partly based on active participation on the term's seminars and based on one presentation required on a specific country's detailed foreign policy overview at a date discussed in advance.

Mandatory literature:

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

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

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

Recommended literature:

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

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

Subject name: Diplomatic Protocol	Subject Neptun code: BTINRMAN106 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Zsolt András Udvarvölgyi, PhD, dr. habil.	
Lecturer(s) involved:	
Proposed semester: 1 A	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): practice, term mark, practical exercise
Credit: 3	Schedule (full-time/part-time):
<p>Mission and purpose of the subject: This course introduces students to the fundamental principles and practices of diplomatic protocol. Students will learn about the historical evolution and contemporary relevance of diplomatic protocol, as well as its role in facilitating effective communication, building relationships, and enhancing international cooperation.</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. - He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. - Knowledge and understanding of the linguistic content of the specialized languages previously studied. <p>Ability</p> <ul style="list-style-type: none"> - The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. - Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects. - Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation. - Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution. <p>Attitude</p> <ul style="list-style-type: none"> - He/she builds his/her career responsibly and supports the career development of the staff he/she supervises. - In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised. - He/she is characterised by insight, creativity and methodological awareness. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority. - He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts. - He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues. 	
Thematic description of the subject:	
Exercise:	

Topics covered include the functions of diplomatic protocol, protocol procedures and precedents, diplomatic correspondence and forms, diplomatic ceremonies and events, and the role of protocol in intercultural communication.

Particular attention will be paid to the diplomatic protocol practices of the UN, the United States, the EU member states, and within them Hungary.

Mid-term assessment and evaluation:

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Mandatory literature:

Guliyev, Arif: Foundations of diplomatic protocol and etiquette. Brno, Ministry of Education and Science of Ukraine, National Aviation University, 2017. ISBN 978-80-7204-890-8. Downloadable:

https://er.nau.edu.ua/bitstream/NAU/31215/1/%D0%90%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9_16_03_17.pdf

U.S. Department of State, Foreign Service Institut: Protocol for the modern diplomat. Washington, FSI, 2013. Downloadable: <https://2009-2017.state.gov/documents/organization/176174.pdf>

Vienna Convention on Diplomatic Relations, 1961. Vienna, UN, 1985. Downloadable: https://legal.un.org/ilc/texts/instruments/english/conventions/9_1_1961.pdf

Manno, István: Virtual handbook (October 2022). Budapest, MFA, 2022. Downloadable: <http://www.kulugyminiszterium.hu/dtwebe/Iratok/VirtualisKezikonyv.pdf>

Recommended literature:

Blicharz, Marlena: Diplomatic protocol. Course prepared under Erasmus+ Strategic Partnership Programme Nr 2020-1-RO01-KA226-HE-095411 „Implementation of Digitalization in Defence Higher Education-DDHE”. Warsaw, War Studies University,

Fry, G. (2016). Diplomatic ceremonial and protocol. Oxford University Press. (ISBN-13: 978-0198748295)

Sevin, E. (2017). Diplomatic ceremonial and protocol: Evolving norms, changing practices, and digitalization. Routledge. (ISBN-13: 978-1472482823)

Subject name: Theory and Practice of Economic Integration	Subject Neptun code: BTINRMAN107 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (Compulsory /optional/differentiated professional knowledge/specialisation): obligatory
Responsible for: Virág Havasi, associate professor, PhD	
Lecturer(s) involved:	
Proposed semester: 1A	Prerequisite: -
Hours/week: fdfd2	Method of calculation (Written exam, oral exam, report): lecture, exam
Credit: 5	Schedule (full-time/part-time):
<p>Mission and purpose of the subject:</p> <p>In the course we shall go through the development of the theory of economic integration and also its practice. Among the three levels of economic integration we will put emphasis on global integration via World Trade Organization, and regional integration through a partnership between countries in the same geographical area approaches economic integration (ASEAN, NAFTA, USAN, European Union, AfCFTA, Eurasian Economic Union; Comprehensive Economic Partnership for East Asia, Transatlantic Free Trade Area). We will also analyse the new silk road, which encourage political and economic cooperation between China and its partner countries, but serves as a means of empire building.</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union. - Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. <p>Ability</p> <ul style="list-style-type: none"> - Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary. - Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories. - Ability to define the economic and political interests of the various players in the international system and their interrelationships. - Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers. <p>Attitude</p> <ul style="list-style-type: none"> - He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment. - He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful. - To the best of his/her ability, he/she is committed to serving and representing the interests of the profession. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora. 	

-He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
-He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

Thematic description of the subject:

Lecture:

1. Concepts and theories on economic integration
2. -WTO history, results, challenges
3. -EU economic integration related history, results, challenges
4. -China and the new silk road
5. -USA and its economic role
6. -Russia as an economic actor
7. -Economic relations between communist regimes
8. -India's economy and economic relations
9. -Brazil's economy and economic relations
10. -NAFTA, USAN, AfCFTA, Transatlantic Free Trade Area
11. -Eurasian Economic Union, ASEAN, Comprehensive Economic Partnership for East Asia
12. -Trade wars
13. -14. The Corporation (documentary)

Mid-term assessment and evaluation:

Assessment methods and criteria:

The students have to present a topic and write an essay on their impressions of the documentary.

The exam questions:

- WTO history, results, challenges
- EU economic integration related history, results, challenges
- China and the new silk road
- Concepts and theories on economic integration
- Russia, Economic relations between communist regimes
- NAFTA, USAN, AfCFTA, Transatlantic Free Trade Area, -Eurasian Economic Union, ASEAN, Comprehensive Economic Partnership for East Asia
- USA
- India
- Brazil

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Grimwade, N. (2013). Theory of Economic Integration: A Review. The New Palgrave Dictionary of Economics, 1–12. doi:10.1057/978-1-349-95121-5_2869-1

Miller, T (2019): [China's Asian dream: Empire building along the new silk road](#). Zed Books, ISBN 9781786997449

Recommended literature:

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

Recommended literature:-

I/2.

Subject name: Global Social Challenges	Subject Neptun code: BTINRMAN304 Institution responsible for the subject: Institute of Applied Social Sciences Subject element (Compulsory/optional/differentiated professional knowledge/specialisation): Compulsory
Responsible for: Kinga Dóra Tóth, PhD, dr. habil.teacher	
Lecturer(s) involved: György, Csepeli DsC ,	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: <u>The Aim of the Course</u> 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.</p> <p><u>Requirements</u> Participation in class is 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</p> <p>Competences to be developed:</p> <p>Knowledge Has a high level of knowledge and understands and interprets the most important social science contexts in accordance with the requirements of confident practical applicability. Is well-informed about the main theories of civilization and culture, and is familiar with the main economic, political, and social trends in each region. Is knowledgeable about the context of the most significant global political conflicts and crises of the 21st century.</p> <p>Ability Able to navigate the complex system of social conflicts and problems, actively participating in conflict resolution efforts based on in-depth knowledge of their specific field. The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.</p> <p>Attitude Open and tolerant towards the views, ways of thinking, and lifestyles of the social groups with which he comes into contact in his professional work as a social researcher. Open to all forms of social criticism when processes that conflict with his professional views arise in his social environment.</p> <p>Autonomy and responsibility An independent and responsible participant in the scientific life of their field, representing their professional principles and research results in every possible forum. Makes independent and responsible decisions in their work regarding their own scientific work and the work programs of those under their supervision. He/she takes responsibility for communicating his/her specialist scientific knowledge in a way that is understandable to participants in social forums. He/she participates responsibly in the operation of his/her work organization and in the development, discussion, and implementation of professional concepts.</p>	

Thematic description of the subject: Frontal teaching, team-work, work in pairs, group discussion.

Lecture:

Time and location
Friday, 10.30-12.00

Schedule

February 13

Where is Central Europe?
Between East and West. The Three Historical Regions of Europe.
List of the countries concerned.

February 20

Ups and downs of the history of Central Europe
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"

February 27

Nation Building
Types of national development. Political v. cultural nations. Means of nation building,

March 6

Passages to Modernity
Institutions and values of modernity. Backwardness and striving for catching up.

March 13

Economy

March 20

Art, culture, social science and science
Mental advantages being backward: Sensitivities, innovation, humour

March 27

Politics of memory in countries of Central Europe
Traumas. Competing pasts. Contested persons and places.

April 17

The formation of minorities
Social entropy and resistance to social entropy. Old and new minorities.

April 24

Europe's largest transnational minority - the Roma

May 8

The Jewish century in Central Europe
The Rise and Fall of the Jewish Century. The road to Holocaust.

May 15

The Future of Central Europe
Migration.
Cooperation, competition, marginalization.
The place of Central Europe in the European Union

You tube resources

Patrick Pasture on imagining European unity since 1000 AD: <https://youtu.be/NpVylWONoIA>
Erhard Busek on the Future of Central Europe: <https://youtu.be/h6il4X5Seb8>
Gerard Delanty on developmental paths to modernity: <https://youtu.be/XSElDwNZVPk>
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
Jody Jensen on recent trends of migration: <https://youtu.be/UwVXFwWgCzk> November 22

Mid-term assessment and evaluation:

Written exam.

Written exam and it's evaluation on a five point scale.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required 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

Recommended literature:

Davis, Kingsley and Wilbert E. Moore [1945] 2011. "Some Principles of Stratification." Pp. 16-19 in The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender, edited by David B. Grusky and Szonja Szelényi. Boulder, CO: Westview Press
Heiner, Robert. 2016 Social Problems: An Introduction to Critical Constructionism 5th Edition" Oxford University Press
Navarro, Vicente and Leiyu Shi. 2001. The Political Context of Social Inequalities and Health. Social Science and Medicine 52:481-491
Parenti, Michael. 2011. "How Moneyed Interests Create Poor Nations" Pp.49-58 in The Face of Imperialism Paradigm Publishers. Boulder.
Yates, Michael. 2016. "Measuring Global Inequality." Monthly Review 68(6) 1-13.

Chomsky, Noam. 2006. "Outlaw States" Pp 39-78 in Failed States: The Abuse of Power and the Assault on Democracy. Metropolitan Books. New York.
Herman, Edward S and Noam Chomsky. 2002 [1988]. "Worthy and Unworthy Victims" Pp. 37-86 in Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books. New York
Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, The Political Causes of the Growth of Inequalities". Pp. 8-22 in The Financial and Economic Crises and their Impact on Health and Social Well-Being. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.
Yates, Michael. 2020. "It's Still Slavery by Another Name" Monthly Review 72(1) 40-50

Subject name: Human and Minority Rights	Subject Neptun code: BTINRMAN203
	Institution responsible for the subject: Institute of Applied Social Sciences
Subject element (<u>Compulsory/optional/differentiated professional knowledge/specialisation</u>): Compulsory	
Responsible for: Virág Havasi, associate professor, PhD	
Lecturer(s) involved:	
Proposed semester: 2s	Prerequisite: -
Hours/week: fdfd2	Method of calculation (Written exam, oral exam, report): lecture,
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: In the course we will review the catalog of human rights and the international basic institutions for the protection of human rights. We will put special emphasis on the minority rights, what are their sources and what international human rights mechanisms are available to address issues concerning minorities. Especially important topics would be education, land rights, linguistic rights, non-discrimination, participation, religion, rights to development and self-determination. Refugee and asylum seeker's rights and also adjudications regarding them will be discussed in the course. We will analyze the situation of human rights in the world by reviewing Human Rights Watch's reports.</p> <p>Competences to be developed:</p> <p>Knowledge Because of the content of the curricula of the course, knowledge of students will rise in: -human rights and minority rights regimes and their regional systems. -UN decision-making mechanism, its functioning and ideas for its reform. -domestic, European and global social problems which determine the basic trends in social science thinking. -international political, economic, legal and social institutions and processes.</p> <p>Ability As human rights violations often affect social problems, the students ability will develop in navigating the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts. Due to knowledge on human rights mechanisms and jurisdiction the students ability will rises in navigating the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.</p> <p>Attitude: Facing with human rights violations students will be open and tolerant towards the views, ways of thinking, and lifestyles of the social groups with which he comes into contact in his professional work as a social researcher.</p> <p>Autonomy and responsibility: Human rights are embedded in ethics, so learning about them will help the students to be responsible for ensuring that their professional work complies with strict ethical rules for social science research and analysis, and they will undertake raising and responding to new ethical issues. The students will undertake to convey their specialist scientific knowledge in a comprehensible manner to participants in social forums. The presentations in the course will help them to practice the skills necessary to this purpose.</p>	
Thematic description of the subject:	
<p>Lecture:</p> <ol style="list-style-type: none"> 1. Universal Declaration of Human Rights 2. Other human rights catalogues 1. (1965: racial discrimination, 1966: civil and political rights, 1984 against torture, other cruel, inhuman, degrading punishment or treatment,) 	

3. Other human rights catalogues 2 (1966: economic, social, cultural rights, 1989: children's rights, 1979: CEDAW, 2011 Istanbul convention)
4. Minority rights, violation of minority rights in the world 1.
5. Minority rights, violation of minority rights in the world 2.
6. Refugee and asylum seeker's rights, situation of asylum seekers in the world. 1.
7. Refugee and asylum seeker's rights, situation of asylum seekers in the world. 2.
8. Analysis of Human Rights Watch's report 1.
9. Analysis of Human Rights Watch's report 2.
10. Analysis of Human Rights Watch's report 3.
11. International human rights mechanisms
12. ECHR

Mid-term assessment and evaluation:

Lectures. The students will be asked to comment the given topics (e.g. giving examples of violation of the given human right we are talking about). They have to give presentation on a part of the Human Rights Watch report.

Oral exam, presentations for signature

Knowledge, capability of processing written material and presenting them.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

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

RAIO Directorate – Officer Training / RAIO Combined Training Program (2019): International Human Rights Law. Training Module. available at: https://www.uscis.gov/sites/default/files/document/foia/International_Human_Rights_Law_RAIO_Lesson_Plan.pdf

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

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

Recommended literature:

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

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

OHCHR website (instruments)

Subject name: Case Studies in International Law	Subject Neptun code: BTINRMAN204 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>C</u> ompulsory/optional/differentiated professional knowledge/specialisation): Compulsory
Responsible for: Virág Havasi, associate professor, PhD	
Lecturer(s) involved:	
Proposed semester: 2s	Prerequisite: -
Hours/week: fdfd2	Method of calculation (Written exam, oral exam, report): lecture,
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: The aim of the course is to apply theoretical knowledge of international law and better understand actual world political events, happenings, conflicts between states, human rights violations. We will review the practice of the International Criminal Court and International Court of Justice. We will deal with certain legal cases in more details, like the Gabcikovo-Nagymaros case, the strategic litigation programme of Minority Rights Group International and the issue of international recognition of new states. We will learn about peacemaking, peace enforcement and peacekeeping cases.</p> <p>Competences to be developed:</p> <p>Knowledge The student will be familiar with the main economic, political, and social trends in each region and about the context of the most significant global political conflicts and crises of the 21st century, also with the deeper connections between international political, economic, legal, and social institutions and processes, as these have to do with debates in international law. They will be familiar with human rights and minority rights regimes and their regional systems, as we dedicate time for human right violations and their consequences. They will be familiar with the UN decision-making mechanism, its functioning, and ideas for its reform, as they are present in the analysed wars.</p> <p>Ability The student will be able to explore and process domestic and foreign social science sources and apply the conclusions drawn from them in practice in their professional work as we will solve legal cases during the classes, searching for resources, analysing existing legal decisions.</p> <p>Attitude Due to practicing the decision making in relation to international law cases, the students will be able to make decisions independently and responsibly, consistently representing the interests of those entrusted to them.</p> <p>Autonomy and responsibility The students will be able to responsibly monitor compliance with strict ethical rules in social science research and analysis in their professional work, and undertakes to raise and answer new ethical questions.</p>	
Thematic description of the subject:	
<p>Lecture:</p> <ol style="list-style-type: none"> 1. Legal cases in connection with international customs 2. Legal cases in connection with unilateral declarations 3. Legal cases of compensation -state responsibility 4. General widely recognized principles of law in legal decisions 5. Water conflicts 6. Cases related to minority rights 7. Nuclear energy cases 8. Arab-Israeli wars and related international law issues 	

9. Iraq war and related international law issues
10. Yugoslav war and related international law issues
11. Russo-Ukrainian war and related international law issues
12. Nuremberg trials, Tokyo trial, ICTY, ICTR

Mid-term assessment and evaluation:

Giving lectures, tasks in which we discuss how the students would decide in the given conflict the student as a judge

Oral exam.

Knowledge, capability of applying international law

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

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

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

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

Recommended literature:

Dr. Hárs András- Dr. Sziebig Orsolya Johanna (2020): Jogeset és forrásgyűjtemény. Nemzetközi tanulmányok szak nemzetközi jog I-II. munkafüzethez. SZTE, ÁJTK

Lamm Vanda (1995): A Nemzetközi Bíróság ítéletei és tanácsadó véleményei 1945-1993: Közgazdasági és Jogi Könyvkiadó, Bp

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

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

Subject name: The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries	Subject Neptun code: BTINRMAN302 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): Compulsory
Responsible for: Júlia, Lakatos PhD.	
Lecturer(s) involved: -	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: The aim of the course is to analyze the different political concepts of the Central Europe and to highlight the specifics of regional development in the past and present. Therefore the aim of the course will be to overcome the one-track national approaches and to develop the comparative and cross-regional approach with the understanding of the position of the Visegrad countries. To understand Central European developments since 1989 it is necessary to get acquainted with the main turning points of modern political and social history of the respective countries of Central European geopolitical space on one hand and to undertake some comparative research into similarities and differences of such developments on the other hand. Continuous attention will be dedicated to political elections in Central European countries (with emphasis on countries such as Czech Republic and Slovak Republic). Main topics: Introduction of the region and political development of Central Europe after the fall of the Habsburg Monarchy (foreign and bilateral policy, minorities); Transition to Democracy and problems with Democratic Consolidation; National minorities and minority legislation in the Visegrad countries; Central Europe in the Czech, Slovak and Hungarian foreign policy (common and individual interests); Visegrad group (constitution, development, interpretation).</p> <p>Competences to be developed:</p> <p>Knowledge With the active participation at this lesson, the students have a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application. If the student prepares a good presentation, he/she would be familiar with the main paradigms of international relations theory and is informed about the debates between the different trends in Visegrad countries, the main theories of Central European cultures.</p> <p>Ability If the students finish this lesson, would have an ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired. With the help of this course, he/she would be able to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. S/he will also be able to use political science concepts consistently.</p> <p>Attitude Getting knowledge of the history and politics of Visegrad countries would result in openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.</p> <p>Autonomy and responsibility The knowledge and potential debates of the political systems of these countries help the students to become an autonomous and responsible actor in the academic life. Different approaches to the understanding of Central Europe result in making autonomous and responsible decisions in his/her own scientific work.</p>	

With this course the students participate responsibly in the creation and management of work units and undertake raising and responding to new ethical issues.

Thematic description of the subject: Each student will have to choose a lecture topic and give a presentation of about 25–30 minutes. This will require: independent research, a bibliography summarizing the literature, and a powerpoint (ppt) presentation. The structure and content of the lecture is based on the individual preparation and assessment of the students. A specific point of view or interpretation, individual approach and evaluation may be chosen. Each student is required to contribute as an opponent (reviewer) after a presentation, i.e. to judge a lecture, to dispute the speaker's statements, etc. – also according to an individual approach. All students are expected to take part in the discussion following the presentation and the opponent's opinion, and to take a position on the basis of the readings and their own knowledge.

Lecture:

1. Historical roots of Visegrad cooperation 1. (Middle Age and Early Modern Age)
2. Historical roots of Visegrad cooperation 2. (Modern age, Formation of Nations)
3. Historical roots of Visegrad cooperation 3. (History of countries after 1918)
4. Specialties of transitions in Poland, in Hungary and in Czechoslovakia in 1989
5. The Visegrad agreement in 1991
6. Expansion of European Union in 2004
7. Political Changes in Czech Republic 1. (1992-2004)
8. Political Changes in Czech Republic 2. (2004-2022)
9. Political Changes in Slovakia 1. (1992-2004)
10. Political Changes in Slovakia 2. (2004-2022)
11. Political Changes in Poland 1. (1992-2004)
12. Political Changes in Poland 2. (2004-2022)
13. Political Changes in Hungary 1. (1992-2004)
14. Political Changes in Hungary 2. (2004-2022)

Mid-term assessment and evaluation:

The grades for the presentation and the review and the class attendance and activity are the basis for the final practical grade.

Participation and activity in the two-third of lessons.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

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

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

Recommended literature:

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

website: <https://www.visegradgroup.eu/the-visegrad-book/the-visegrad-group-110412>

Specialization No. 1. China and the South-East and Central Asian region

Subject name: China Culture and Knowledge 1.	Subject Neptun code: REKKBTNCHCULT1 Institution responsible for the subject: Confucius Institute Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): Compulsory elective/ specialisation
Responsible for: Beáta, Kalászdi Bihariné, PhD,	
Lecturer(s) involved: Dr. Bihariné Dr. Kalászdi Beáta, lecturer (guest lecturers: Zhang Heng, Huang Can, Huang Yulu, Zhang Juping)	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): practice
Credit: 5	Schedule (full-time):
Mission and purpose of the subject: This course is generally designed to present students an overview of Chinese culture and civilization from different aspects, aiming to develop student's cross-culture awareness in communication which might be helpful in their future career in the field of international relations. For China culture and knowledge 1, the focus will be on introduction of Chinese culture in more aspects. The teaching is supported by Chinese guest lecturers.	
Competences to be developed: Knowledge - She/he is well versed in the main theories of civilization and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge of the specificities of main civilizations, cultures and major world religions. - Knowledge and understanding of the domestic, European and global social problems, which determine the basic trends in social science thinking. - Knowledge and understanding of the linguistic content of the specialized languages previously studied. Ability - Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired. - The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept. - The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. Attitude - Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher. - He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.	
Autonomy and responsibility - She/he is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora. - He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.	
Thematic description of the subject: Giving lectures, teamwork, interactive tasks, discussing the similarities and differences between cultures, student presentations	
Lecture: 1. Introduction, Statistical Facts about China. 2. Definitions of Culture, Hofstede Cultural Dimensions, Cultural Personality. 3. Historical Overview.	

4. Society of China, Chinese Symbols, Etiquette and Business Etiquette
5. Chinese Calligraphy –Zhang Heng
6. Provinces and Metropolises of China (presentation topics and times).
7. Chinese Architecture, Famous Buildings– Traditional and Modern
8. Chinese Festivals + Student presentations
9. Chinese Music (Instruments, Folk Music, Chinese Opera)– Huang Can, Huang Yulu + Student presentations
10. 8 Chinese Cuisines and Foods + Student presentations
11. Chinese Zodiac + Student presentations
12. Ancient Chinese Exercises and Martial Arts: Chikung, Tai-chi, Kungfu – Zhang Juping + Student presentations
13. Summary, evaluation.

Mid-term assessment and evaluation:

Term mark, based on activities during the Semester and written exam at the end of the Semester

The student's term mark will be determined as follows:

- Class participation, attendance, activity: 20 points
- Student presentation: 30 points
- Written exam: 50 points

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Ye Lang, Zhu Liangzhi: Insights into Chinese Culture. Foreign Language Teaching and Research Press, Beijing, 2008. ISBN 978-7-5600-7635-5

Qizhi Zhang: An Introduction to Chinese History and Culture. China Academic Library. Springer-Verlag Berlin, 2015. ISBN 978-3-662-46481-6. DOI 10.1007/978-3-662-46482-3

Recommended literature:

Wei Liming: Chinese Festivals. Traditions, Customs and Rituals. China Intercontinental Press, Beijing, 2010. ISBN 978-7-5085-1693-6

Cai Yanxin: Chinese Architecture. Palaces, Gardens, Temples and Dwellings. China Intercontinental Press, Beijing, 2010. ISBN 978-7-5085-1726-1

Gao, Liddle, Lopes (2025): Engagement of young Chinese adults born between 1990 and 2000 with the culture of traditional Chinese music. A quantitative study. In Wellbeing Sciences Review Vol 1. No 2. (2025)

Subject name: Chinese Language 1.	Subject Neptun code: REKKBTNCHLAN1 Institution responsible for the subject: Confucius Institute
	Subject element (<u>Compulsory/optional/differentiated professional knowledge/specialisation</u>): Compulsory elective
Responsible for: Gergely, Noémi, MA, Language teacher	
Lecturer(s) involved: Yang Yang, MA, Language teacher	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): practice
Credit: 4	Schedule (full-time):
<p>Mission and purpose of the subject: This course is designed for students who have minor or no prior knowledge of Mandarin Chinese, the modern spoken and written national language of China. One of the aims of the course is to raise students' interest in the Chinese language. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.</p> <p>Objectives of the course:</p> <ul style="list-style-type: none"> - Learn to use the Pinyin system as a tool; - Learn approximately 75 Chinese characters and phrases; - Develop basic literacy in Chinese characters; - Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; - Be able to participate in short conversations in Chinese on everyday life topics. <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - He/she is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. - Knowledge and understanding of the linguistic content of the specialized languages previously studied. <p>Ability</p> <ul style="list-style-type: none"> - The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. - Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions. - The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language. <p>Attitude</p> <ul style="list-style-type: none"> - Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher. - He/she is characterised by insight, creativity and methodological awareness. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - She/he participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts. - She/he assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums. 	
<p>Thematic description of the subject: Giving lectures, doing pronunciation practice, vocabulary and grammar exercises, interactive activities, practical exercises, and multimedia resources to develop listening, speaking, reading, and writing skills. Integrating cultural content to enable linguistically, socially, and culturally appropriate use of language.</p> <p>Dual-instructor approach, with both native-speaker and Hungarian teachers facilitating optimal acquisition of language knowledge and communication skills.</p>	
<p>Lecture:</p> <ol style="list-style-type: none"> 1. Phonetics and Pinyin: Introduction to Pinyin, initials, finals, and tones 2. Chinese Characters 	

3. General sentences in the daily life: greetings, saying thank you and goodbye, short self-introduction
4. - The Interrogative Pronoun“什么”
- The “是” Sentence
5. Interrogative Sentence with “吗”
6. - The Interrogative Pronouns“谁” and “哪”
-The Structural Particle“的”
7. The Interrogative Particle “呢”(1)
8. - The Interrogative Pronoun“几”
- Numbers below 100
9. - “了” Indicating a Change
- The Interrogative Phrase “多大”
10. The Modal Verb “会”(1)
11. - Sentences with an Adjectival Predicate
-The Interrogative Pronoun“怎么” (1).
12. - Expression of a Date(1)month,date,day of the week
- Sentences with a Nominal Predicate
- Sentences with a Serial Verb Construction(1):
“去+place+to do sth.”
13. Summary, evaluation.

Mid-term assessment and evaluation:

Term mark.

The student's term mark will be determined as follows:

- Class participation, attendance, and assignments – 40%
- Final written examination – 60%

Grading scale:

- 0–60 points: Unsatisfactory (1)
- 61–70 points: Satisfactory (2)
- 71–80 points: Average (3)
- 81–90 points: Good (4)
- 91–100 points: Excellent (5)

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014, ISBN: 9787561937099

Recommended literature:

Ma Jianfei, Great Wall Chinese. Beijing Language and Culture University Press, 2006, ISBN: 9787561914793

Zeng Xiaoyu, Experiencing Chinese(life). Beijing Higher Education Press, 2011, ISBN: 9787040202632
Rong Jihua, Developing Chinese (2nd Edition) Elementary Comprehensive Course I. Beijing Language and Culture University Press, 2011, ISBN: 9787561930762

Subject name: The Economy of China and South-East Asia in the 20th and 21st Centuries	Subject Neptun code: GTERG260BN
	Institution responsible for the subject: Confucius Institute
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): specialisation/ Compulsory elective
Responsible for: KUTTOR, Dániel, PhD, lecturer,	
Lecturer(s) involved: KUTTOR, Dániel, PhD, lecturer	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture
Credit: 5	Schedule (full-time):
<p>Mission and purpose of the subject: In the 20th Century the Asian economies' modernisation and integration could be observed. The economic opening of the countries has transformed not only the continent, but the entire world. The development has reallocated the economic resources and actors both in space and sectors. China and the ASEAN economies deserve special attention due to the history, sizes and locations. The complexity and uniqueness of the Asian economies have already generated many investigations, studies, presentations and discussions about its special situation and relationships. The course offers a synthesis of these publications, cases, and studies. The teaching is supported by online applications and electric materials, databases</p> <p>Competences to be developed:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - He/she gets familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends. - She/he is informed about the main trends in the world economy and the economic processes in the different regions of the world, with reference to the economic situation in Asia. - The participant collects intelligence about data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research. - The student possesses understanding of the context of international political, economic, legal and social institutions and processes from East Asia. <p>Ability</p> <ul style="list-style-type: none"> - She/he becomes capable to develop deeper understanding of world economic processes and to analyse the economic challenges. - The student learns the methods and practices to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories. - The participant is competent to understand the complex system of social conflicts and challenges, and to build on a deeper knowledge of his/her field of specialisation in exploring situations. <p>Attitude</p> <ul style="list-style-type: none"> - He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful. - The student does his/her best to serve the professional community and represent the professional interests, opinions and values. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - He/she turns into an autonomous and responsible actor in the public, academic life, representing his/her professional principles and research results in everyday life. - He/she takes autonomous and responsible decisions during his/her work concerning his/her own scientific interest. 	
Thematic description of the subject: The methods and tools are various including lectures, case studies, individual research (literatures and data), project work in team, presentation in-person and online forms	
<p>Lecture:</p> <ol style="list-style-type: none"> 1. Introduction 2. Colonial Economies, Late Imperial China, and Pre-War Structures 	

3. Post-War Reconstruction and Divergent Development Paths
4. China's Planned Economy and the Great Leap / Cultural Revolution
5. Developmental States in South-East Asia
6. China's Reform Era and Opening-Up
7. The Rise of ASEAN Economies and Regional Integration
8. The 1997 Asian Financial Crisis and Its Aftermath
9. China's WTO Entry and the Reconfiguration of Asian Supply Chains
10. The 21st-Century Era of Infrastructure, Investment, and Digital Economies
11. Contemporary Challenges and Future Trajectories
12. Growth limits and slow downs
13. Evaluation, Conclusion

Mid-term assessment and evaluation:

Outputs from the mid-term review, together with the results of the oral examination. Writing and preparing an essay, a poster and an infographic related to the selected topics which are determined and confirmed by the lecturer.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

The student's performance is going to be evaluated based on the quality of mid-term assignments (share of 3x15), moreover his/her activity (share of 10) and the quality of written exam (share of 45).

Grading scale:

- 91–100 points: Excellent (5)
- 81–90 points: Good (4)
- 71–80 points: Average (3)
- 61–70 points: Satisfactory (2)
- 0–60 points: Unsatisfactory (1)

Required literature:

Wu, Jinglian: Chinese Economic Reform. Singapore, Thomson HE, 2005
Coxhead, Ian: Handbook of Southeast Asian Economics, Routledge, 2015
Dent, Christopher M.: Asia-Pacific economic and security co-operation: New regional agendas. New York, Pallgrave Macmillan, 2009

Recommended literature:

Nolan, Peter: China and the global economy: National champions, industrial policy and the big business revolution, New York, Palgrave, 2001
OECD: Economic surveys, 2005: China, Paris, 2005
Guthrie, Doug: China and globalization. The social, economic and political transformation of Chinese society. New York, Routledge, 2012
Kuttor, Daniel: New drivers of industrialization and novel aspects of Hungarian Chinese bilateral cooperation Chinese foreign investments in Hungary, Tér és Társadalom, 36(3), 2022

Specialization Nr. 2. Central Europe (Nations and Minorities)

Subject name: Roma Society in Central Europe	Subject Neptun code: BTINRN-CE301 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): Compulsory elective
Responsible for: Kinga Dóra Tóth, PhD, dr. habil	
Lecturer(s) involved:	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): practice
Credit: 5	Schedule (full-time):
<p>Mission and purpose of the subject: 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</p> <p>Competences to be developed:</p> <p>Knowledge S/he has a high level of knowledge and understands and interprets the most important social science contexts in accordance with the requirements of confident practical applicability regarding the Roma in Europe. S/he is well-informed about the main theories of civilization and culture, and is familiar with the main economic, political, and social trends affecting the Roma in Europe. She is knowledgeable about the context of the most significant global political conflicts and crises of the 21st century, among which one is the relationship of Roma minorities with the mainstream societies.</p> <p>Ability S/he will be able to navigate the complex system of social conflicts and problems, actively participating in conflict resolution efforts based on in-depth knowledge of their knowledge of Roma. By sensitising the students (with understanding the situation of the Roma) they will be able to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines. S/he will be able to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.</p> <p>Attitude S/he will be open and tolerant towards the views, ways of thinking, and lifestyles of the social groups, among them the Roma, with which he comes into contact in his professional work as a social researcher. S/he will be open to all forms of social criticism when processes that conflict with his professional views arise in their social environment.</p> <p>Autonomy and responsibility Students will be independent and responsible participant in the scientific life of their field, representing their professional principles and research results in every possible forum. S/he will make independent and responsible decisions in their work regarding their own scientific work and the work programs of those under their supervision. He/she takes responsibility for communicating his/her specialist scientific knowledge in a way that is understandable to participants in social forums.</p>	

He/she participates responsibly in the operation of his/her work organization and in the development, discussion, and implementation of professional concepts.

Thematic description of the subject: Frontal teaching, team-work, work in pairs, group discussion.

Lecture:

1. The issue of ethnic identity
2. The categorization of Roma
3. The question on ethnic data, as well as the approaches of Roma question (such as historical point of view, social situation perspective, cultural point of view and social-psychological point of view)
4. Country studies, looking in more details on the country-specific conditions of Romani communities.

The course aims to improve the students understanding of key concepts and ideas regarding the Roma, such as equal opportunity, cultural reproduction of discrimination, assimilation, segregation, etc. It also focuses on improving critical thinking skills by analyzing and understanding different policies towards Roma in Central European countries.

Mid-term assessment and evaluation:

Practical mark. Writing an essay.

Writing an essay and it's evaluation on a five point scale.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

Guy, Will (ed.): *Between Past and Future. The Roma of Central and Eastern Europe*. Hatfield, University of Hertfordshire Press, 2001.

Stauber, Roni – Vago, Raphael (ed.): *The Roma. A Minority in Europe. Historical, Political and Social perspectives*. Budapest-New York, Central European University Press, 2007.

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.

Recommended literature:

Gay y Blasco, Paloma: *Gypsy/Roma Diasporas. Introducing a Comparative Perspective*. In: *Social Anthropology*, 2002. Vol. 10. No. 2. Péntzes, J. – Radics, Zs. (ed.): *Roma Population on the Peripheries of the Visegrad*

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

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

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

Subject name: Nations and Cultures in Central Europe in the 19th and 20th Centuries	Subject Neptun code: BTINRN-CE303 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): Compulsory elective
Responsible for: Gergely Kunt, PhD, dr. habil.	
Lecturer(s) involved:	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture, exam
Credit: 5	Schedule (full-time):
<p>Mission and purpose of the subject: 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>Competences to be developed:</p> <p>Knowledge S/he is familiar with the main theoretical frameworks relating to Central and Eastern Europe. S/he is able to list and distinguish between the nations and smaller social groups living there. S/his well informed about the main achievements of Central European civilization and culture. S/he is able to distinguish and compare this region with other regions, taking into account its specific economic and social development characteristics.</p> <p>Ability She is able to engage in research areas focusing on Central and Eastern Europe. S/he is able to prepare academic summaries on Central Europe and the countries in this region. S/he is able to verbally report on and understand the historical roots of conflicts that still exist between certain countries today. S/he is able to interpret current decisions in this region in a historical context.</p> <p>Attitude S/he builds and supports their professional career and role responsibly, helping the professional development of the employees they manage. S/he is committed to implementing professional protocols and principles. S/he makes decisions independently and responsibly in conflict situations and is able to take responsibility for his/her own decisions.</p> <p>Autonomy and responsibility S/he is independent and responsible contributor to research on Central European history, economics, and interethnic conflicts. S/he makes independent and responsible decisions in the course of his work.</p>	
Thematic description of the subject: The course consists of a lecture in which the main subject matter is presented, followed by a discussion of the literature distributed to students during the previous lesson, followed by a debate.	
<p>Lecture:</p> <ol style="list-style-type: none"> 1. Introduction 2. In Searching for Central Europe? 3. Making Nations 1 4. Making Nations 2 	

5. The Balkans
6. The Habsburg Empire
7. The Cultural History of WWI
8. Interwar Central Europe: The Rise of Fascism
9. The Holocaust City: Budapest
10. The Socialist System
11. Everyday Life During the Socialism
12. Challenge of the Capitalism
13. Summary

Mid-term assessment and evaluation:

Course evaluations require students to give a 20-minute oral presentation, which we will discuss later. The topic must be related to the course and must be agreed upon with the instructor. The instructor will inform students of possible topics at the beginning of the year, but other topics may be chosen based on individual consultation.

One criterion for assessment is class attendance. Three absences are permitted. Another basic criterion is active participation in class and giving the aforementioned oral presentation.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

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

Recommended literature:

- Eric Hobsbawm: *Mass-Producing Traditions: Europe, 1870-191*, in E.Hobsbawm and Terence Ranger, eds. *The Invention of Tradition* (Cambridge1983), 1-14.
- Claire E.Nolte: *All For One! One for All! The Federation of Slavic Sokols and the Failure of Neo-Slavism*. In. Pieter M. Judson, Marsha L. Rozenblit, eds. *Constructing Nationalities in East Central Europe*. Oxford: Berghahn Books, 2005. pp. 126-141.
- Maria Todorova, "Between Classification and Politics: The Balkans and the Myth of Central Europe," in Maria Todorova: *Imagining the Balkans*. London: Oxford University Press, 1997, pp. 140-160.

Subject name: Jewish Integration, Anti-semitism, and Holocaust in Central Europe	Subject Neptun code: BTINRN-CE403 Institution responsible for the subject: Institute of Applied Social Sciences
	Subject element (<u>Compulsory</u> /optional/differentiated professional knowledge/specialisation): Compulsory elective
Responsible for: Sziszkoszné dr. Halász, Dorottya Associate Professor, PhD	
Lecturer(s) involved:	
Proposed semester: 2s	Prerequisite: -
Hours/week: 2	Method of calculation (Written exam, oral exam, report): lecture, exam
Credit: 5	Schedule (full-time/part-time): full-time
<p>Mission and purpose of the subject: This course provides a comprehensive examination of the history of Jewish communities in Central Europe, with a primary focus on the period beginning with the Enlightenment, but certain aspects of prior Jewish history are also addressed. It examines the patterns and special features of Jewish settlement and integration, the socio-economic and political conditions shaping Jewish life, and the dynamics of Jewish-Christian relations. Particular attention is given to the processes and challenges of assimilation. Additionally, the course reveals the origins and working mechanisms of modern anti-Semitism and concludes with an analysis of the Holocaust and its impact on Central European societies.</p> <p>Competences to be developed:</p> <p>Knowledge Students are familiar with the characteristics of the world's major civilizations, cultural circles and major world religions, which include Judaism and Christianity. Students are familiar with and understand the professional terminology of the English language previously studied and use this knowledge while preparing for class sessions and completing assignments. Students are familiar with the precursors of post-World War II human rights and minority rights regimes such as national emancipation legislations and the League of Nations minority treaties. Students have systematic knowledge of political systems and are capable of differentiating between democracies, authoritarian regimes, and dictatorships.</p> <p>Ability While solving professional tasks such as preparing a research paper on the Holocaust, students are able to carry out independent analysis and evaluation, and synthesize different conclusions. When completing course-related assignments (e.g., a test on Jewish history, a research paper on anti-Semitism, the Holocaust, etc.), students are able to explore and process national and foreign social science and historical sources, and apply conclusions drawn from them. Students are able to prepare independent scholarly analyses of subtopics (e.g., Jewish-Christian coexistence, anti-Semitism, the Holocaust) within their area of specialization. Students are able to navigate the complex system of social conflicts and problems and to build on a deeper knowledge of their field to actively engage in exploring conflicts such as Jewish-Christian relations.</p> <p>Attitude He/she is open and tolerant towards the views, ways of thinking, and lifestyles of the social groups (e.g., Jews) with which he/she comes into contact in the course of his/her professional work as a social researcher. He/she is open and receptive of the latest international research results in Jewish and Holocaust history and is committed to the dissemination of new knowledge, for example, in a research paper. He/she is characterized by insight, creativity, and methodological awareness, which are fundamental features when conducting research and writing a research paper.</p> <p>Autonomy and responsibility</p>	

He/she participates responsibly in the operation of his/her work organization in the development, discussion, and implementation of professional concepts, which may relate to the history of Jews, anti-Semitism, and the Holocaust.
In his/her professional work, he/she responsibly ensures adherence to the strict ethical standards of social science research and analysis, and undertakes to raise and address new ethical questions, which might relate to Jewish and Holocaust history.

Thematic description of the subject:

Lecture:

1. Fundamental concepts
2. Jews in the Ancient World; The History of the Jewish Settlement in Central Europe
3. The Impact of the Enlightenment and the Decline of the Feudal Order
4. The Rise of Modern Anti-Semitism
5. The Rise of Zionism
6. World War I and Its Impact on Jewish Communities; The Interwar Period
7. Mid-term exam
8. Anti-Semitism and National Socialism in the Weimar Republic
9. The Jews in Nazi Germany, 1933–1939
10. The Holocaust in Central Europe, 1939–1941
11. The Holocaust in Central Europe, 1942–1945
12. The Holocaust in Hungary; The Aftermath of the Holocaust
13. Student presentations I.
14. Student presentations II.

Mid-term assessment and evaluation:

In order to receive an end-of-term validation (so-called signature), students are required to attend at least 60 per cent of the classes. In addition, they must complete two assignments: a mid-term exam and an end-term presentation. Exam questions will cover lecture notes and readings, presentations will be based on individual research. Final grades will be the average of the assignment grades.

Those who do not meet the attendance requirement will have to take a second test in addition to the mid-term exam. The grading scale is the following: excellent (5 or A) between 85-100%, good (4 or B) 70-84%, satisfactory (3 or C) 55-69%, passing (2 or D) 40-54%, and failure (1 or F) under 40%.

Practical grade / colloquium (The written / oral examination should be indicated here, as well as additional (specific) methods and features (if any) to be used in the delivery of the knowledge):

Required literature:

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. ISBN 978-0-511-06890-4 eBook

https://jewsandjudaism.wordpress.com/wp-content/uploads/2018/09/copy-of-william-i-brustein-roots-of-hate_-anti-semitism-in-europe-before-the-holocaust-cambridge-university-press-2003.pdf

Friedlander, Saul: Nazi Germany and the Jews, 1933–1945. New York, 2009, HarperCollins. ISBN 978-0-06-177730-1

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

Richarz, Monika: The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries. In Mann, Kimberly (ed.): The Holocaust and the United Nations Outreach Programme. New York, 2009, United Nations, pp. 75–87. [no ISBN] https://www.un.org/sites/un2.un.org/files/2020/08/dpj_i.pdf

Recommended literature:

Arendt, Hannah: The Origins of Totalitarianism. New Edition with Added Prefaces. San Diego–New York–London, 1973, Harcourt Brace Jovanovich, Publishers, pp. 3–88. ISBN 0-15-670153-7

<https://social-ecology.org/wp/wp-content/uploads/2024/03/Hannah-Arendt-The-Origins-of-Totalitarianism-Harcourt-Brace-Jovanovich-1973.pdf>

Don, Yehuda – Karady, Victor (eds.): A Social and Economic History of Central European Jewry. New Brunswick, 1990, Transaction Publishers. ISBN 0-88738-211-8

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

https://www.academia.edu/44249895/American_Efforts_to_Save_the_Hungarian_Jewish_Inmates_of_Ghettos_and_Nazi_Camps

Optional Course (6 credit must be taken through the studies)

Course title:	Trends of Philosophy in Central Europe in the 19th and 20th Century II.
Neptun code:	BTKETN301
Status: core, specialization, optional, other:	Optional courses
Type : lecture/seminar (practical)	lecture
Number of credits; hours per week	5; 2
Name and position of lecturer:	Miklós Nyíró, Full Professor, CSc
Prerequisite course(s):	-
Suggested semester: autumn /spring, 1-4	2 spring
Requirements (exam/practical mark/signature/report, essay)	signature / exam
<p>Course objectives: This course offers a historical and also systematic overview of some of the major trends of thought present in the Austro-Hungarian Empire and/or in its successor States. Since the significance of these trends can be understood only within the context of modern European philosophies, the first part of the course gives a concise introduction to the schools of rationalism, empiricism, classical German philosophy, and also to the 19th century major criticisms of the European philosophical tradition. The second part of the course focuses on the social-political context, as well as other aspects of the cultural milieu, of Central European philosophies, and especially on and the essentials developed by some of the most important representatives of the philosophical schools of Central European origin. The most important competency acquired through this course is a holistic insight into the philosophical and intellectual life of Central Europe in the 19-20th centuries.</p> <p>Competencies: Knowledge: Trends of Philosophy in Central Europe in the 19th and 20th Century is a course that takes place during the 2nd semester of the 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. Attitude: 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. Autonomy and responsibility: 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 will also be assigned. Academic Honesty: 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>	
Weekly topics and special readings:	
<p>1) Introduction: Central European Philosophical Trends in the Context of Modern European Philosophies</p> <p>A) Rationalism, Empiricism, Classical German Philosophy 2) Descartes' Rationalism; Locke's Empiricism 3) Kant's Critical Philosophy 4) German Idealism: Hegel's Absolute Idealism</p>	

B) 19th Century Criticisms of the European Philosophical Tradition

- 5) First written test + Kierkegaard's Philosophy of Existence
- 6) Marx's Dialectical Materialism
- 7) Nietzsche's Critique of Culture

C) The Social-Political Context of Central European Philosophies

- 8) Second written test + Smith, Barry: "The Production of Ideas. Notes on Austrian Intellectual History from Bolzano to Wittgenstein." In. Smith, B. (ed.): 211-234.
- 9) Nyíri, J. Christoph.: "Philosophy and National Consciousness in Austria and Hungary: A Comparative Socio-Psychological Sketch." In. Smith, B. (ed.): 235-262.

D) Philosophical Schools of Central European Origin

- 10) McCormick, Peter: "Bolzano and the Dark Doctrine: An Essay on Aesthetics." In. Smith, B. (ed.): 69-112.
- 11) Third written test + Heaton, John M.: "Brentano and Freud". In. Smith, B. (ed.): 161-195.
- 12) Smith, Barry: "Kafka and Brentano: A Study in Descriptive Psychology." In. Smith, B. (ed.): 113-160.
- 13) Kavanagh, R. J.: "The Optimum Velocity of Approach: Some Reflections on Kafka's Trial." In. Smith, B. (ed.): 195-210.
- 14) Summary

Midterm and Final Requirements:

For the signature, the following three things are required:

- 1) 75% presence in the classes;
- 2) presentation of an assigned article (in group-work of 4 students per article);
- 3) successful completion of the three midterm written exams (with at least a passing grade).

The mandatory written exams will be conducted in the form of test questions on authors and literature discussed in previous weeks.

Evaluation of midterm written exams: 44-50 points: excellent; 37-43: good; 30-36: average; 23-29: satisfactory; 0-22: unsatisfactory.

If a student is unable to complete some of the midterm written tests during the semester due to a justified absence, he or she will have the opportunity to make it up at the end of the semester.

On the exam, which will be a written one, students are required to answer test questions pertaining to 1) the main ideas of the philosophers discussed in the classes, and 2) the presented and discussed articles. The colloquium grade is composed of the midterm performance (weighted at 33%) and the end-of-semester exam (weighted at 67%). The midterm grade is composed of the grades of three midterm tests (weighted 25% each) and the grade for the presentation (25%). If the end-of-semester exam is unsatisfactory, the colloquium grade will also be unsatisfactory, regardless of the midterm performance grade.

Required Course Reading:

- Digital English materials for classes 2-7 are downloadable from: <https://filozofia.uni-miskolc.hu/hallgatok/oktatasi-anyagok/dr-nyiro-miklos-anyagai/>
- The articles to be presented can be found in: Smith, B. (ed.): Structure and Gestalt: Philosophy and Literature in Austria-Hungary and her successor States, Amsterdam: Benjamin, 1981.

The volume is downloadable from: http://filozofia.uni-miskolc.hu/wp-content/uploads/2017/02/Barry_Smith_editor_Structure_and_Gestalt_PhilBookZZ.org_.pdf

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.