

NAME OF STUDY PROGRAMME:	Central European Studies MA
--------------------------	-----------------------------

Course Description																															
Course title:	The Historical Concept of Central Europe: Approaches, Theories and Debates																														
Neptun code:	BTKETN102																														
Status: core, specialization, optional, other:	Introductory knowledge																														
Type : lecture/seminar (practical)	practical																														
Number of credits; hours per week	5; 2																														
Name and position of lecturer:	Dr. Tóth, Árpád Associate Professor, PhD																														
Contact of lecturer (e-mail):	<a href="mailto:arpad.toth.0124@gmail.com">arpad.toth.0124@gmail.com</a>																														
Prerequisite course(s):	-																														
Language of the course:	English																														
Suggested semester: autumn /spring, 1-4	1 autumn																														
Requirements (exam/practical mark/signature/report, essay)	term mark																														
Course objectives (50-100 words):	The lectures offer an overview about the theories which aim to understand the identity of Central Europe. The literature of this topic includes a wide range of academic work which differs fundamentally in terms of the geographical-political borders of the region, the emphases they attribute to the various characteristics in forming Central European identity, as well as their orientation to mere theoretical significance or one with practical relevance towards future political structures. The course covers historiographical and historical material and has a clear objective to help the students to a deeper reflection of Central European cultural identity																														
Course content:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td></td> <td>introduction: the objectives and approaches of the course, and the territorial scope</td> </tr> <tr> <td>1.</td> <td>antecedents: peculiarities, similarities and differences in the history of the nations of the region before the Enlightenment</td> </tr> <tr> <td>2.</td> <td>the age of Enlightenment in Poland and the Habsburg Empire and the intellectual reflection on 'belatedness' from the West</td> </tr> <tr> <td>3.</td> <td>the variations of national awakening in the region and its political context</td> </tr> <tr> <td>4.</td> <td>the social and economic conditions and their relations to nationalism</td> </tr> <tr> <td>5.</td> <td>political struggles in the 1840s and the national conflicts during the 1848/49 events</td> </tr> <tr> <td>6.</td> <td>cooperation rather than conflict?: the first reflections by intellectuals on the common interests of the rivaling nations after 1849</td> </tr> <tr> <td>7.</td> <td>intellectual and political developments in late 19th C with impact on the integration or disintegration in the region</td> </tr> <tr> <td>8.</td> <td>nationalism as a centrifugal force at the turn of the century and the period of the World War I</td> </tr> <tr> <td>9.</td> <td>the interwar period and WW II: the victory of national hostilities over attempts of cooperation</td> </tr> <tr> <td>10.</td> <td>the age of forced integration during the communist regimes and its intellectual reflection</td> </tr> <tr> <td>11.</td> <td>the period of the political transition following the decline of the Warsaw Pact: the revival of interest in the integration of the region</td> </tr> <tr> <td>12.</td> <td>conclusions on the historical reality of the Central European region vs. its existence as a concept and a political ideology</td> </tr> <tr> <td>13.</td> <td></td> </tr> </tbody> </table>	Week	Topic		introduction: the objectives and approaches of the course, and the territorial scope	1.	antecedents: peculiarities, similarities and differences in the history of the nations of the region before the Enlightenment	2.	the age of Enlightenment in Poland and the Habsburg Empire and the intellectual reflection on 'belatedness' from the West	3.	the variations of national awakening in the region and its political context	4.	the social and economic conditions and their relations to nationalism	5.	political struggles in the 1840s and the national conflicts during the 1848/49 events	6.	cooperation rather than conflict?: the first reflections by intellectuals on the common interests of the rivaling nations after 1849	7.	intellectual and political developments in late 19th C with impact on the integration or disintegration in the region	8.	nationalism as a centrifugal force at the turn of the century and the period of the World War I	9.	the interwar period and WW II: the victory of national hostilities over attempts of cooperation	10.	the age of forced integration during the communist regimes and its intellectual reflection	11.	the period of the political transition following the decline of the Warsaw Pact: the revival of interest in the integration of the region	12.	conclusions on the historical reality of the Central European region vs. its existence as a concept and a political ideology	13.	
Week	Topic																														
	introduction: the objectives and approaches of the course, and the territorial scope																														
1.	antecedents: peculiarities, similarities and differences in the history of the nations of the region before the Enlightenment																														
2.	the age of Enlightenment in Poland and the Habsburg Empire and the intellectual reflection on 'belatedness' from the West																														
3.	the variations of national awakening in the region and its political context																														
4.	the social and economic conditions and their relations to nationalism																														
5.	political struggles in the 1840s and the national conflicts during the 1848/49 events																														
6.	cooperation rather than conflict?: the first reflections by intellectuals on the common interests of the rivaling nations after 1849																														
7.	intellectual and political developments in late 19th C with impact on the integration or disintegration in the region																														
8.	nationalism as a centrifugal force at the turn of the century and the period of the World War I																														
9.	the interwar period and WW II: the victory of national hostilities over attempts of cooperation																														
10.	the age of forced integration during the communist regimes and its intellectual reflection																														
11.	the period of the political transition following the decline of the Warsaw Pact: the revival of interest in the integration of the region																														
12.	conclusions on the historical reality of the Central European region vs. its existence as a concept and a political ideology																														
13.																															
Required readings:	Schöpflin, Georg – Wood, Nancy (ed.): In Search of Central Europe. Cambridge, 1989, Cambridge UP. (ISBN: 0-7456-0547-8) Wandycz, Piotr S.: The Price of Freedom. London, New York, 2001, Routledge. (ISBN: 978-0415254915)																														
Recommended readings:	Ash, Timothy Garton: The Uses of Adversity. Essays on the Fate of Central Europe. Hanák, Péter: The Garden and the Workshop: Essays on the Cultural History of Vienna and Budapest, 1998, Princeton, Princeton UP, (2. ed.: 1999, ISBN: 0-691-01554-6) Jászi, Oszkár: The Dissolution of the Habsburg Monarchy. Chicago, 1929, University of Chicago Press.																														
Assessment methods and criteria:	Assessment based on active participation during the classes and on a standard essay written about a topic chosen among those offered by the lecturer. Deadline of the submission: the last week of the term.																														

Course Description																							
Course title:	Cultural History of Modern and Contemporary Central Europe																						
Neptun code:	BTKETN101																						
Status: core, specialization, optional, other:	Introductory knowledge																						
Type : lecture/seminar (practical)	lecture																						
Number of credits; hours per week	5; 2																						
Name and position of lecturer:	Dr. Gyapay, László Associate Professor, PhD																						
Contact of lecturer (e-mail):	<a href="mailto:gyapayl@gmail.com">gyapayl@gmail.com</a>																						
Prerequisite course(s):	-																						
Language of the course:	English																						
Suggested semester: autumn /spring, 1-4	1 autumn																						
Requirements (exam/practical mark/signature/report, essay)	exam																						
Course objectives (50-100 words):	The lecture course focuses on the culture and primarily the literature of the Central European region in the 19th and 20th centuries, beginning from the Romantic period and ending with Postmodernism. The course will devote special emphasis to the following dates: 1776/1789, 1848, 1867/1878/1881, 1918, 1945, 1948, 1956/1968 and 1989 to reflect upon their impact on the cultures and literatures of the region. Out of the literary genres, the course will mostly reflect upon poetry and prose. Occasionally, iconic films will																						
Course content:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td></td> <td>1. Introduction to the Course, the Aims and Methods of Comparative Literature, the Central European Region;</td> </tr> <tr> <td>1.</td> <td>2. Hungarian Culture and Literature in the 19th Century I.;</td> </tr> <tr> <td>2.</td> <td>3. Hungarian Culture and Literature in the 19th Century II.;</td> </tr> <tr> <td>3.</td> <td>4. Polish, Czech, and Slovakian Culture and Literature in the 19th Century;</td> </tr> <tr> <td>4.</td> <td>5. Romanian, Serbian and Croatian Culture and Literature in the 19th Century;</td> </tr> <tr> <td>5.</td> <td>6. Austrian Culture and Literature in the 19th Century;</td> </tr> <tr> <td>6.</td> <td>7. German Culture and Literature in the 19th Century;</td> </tr> <tr> <td>7.</td> <td>8. Hungarian Culture and Literature in the 20th Century I.;</td> </tr> <tr> <td>8.</td> <td>9. Hungarian Culture and Literature in the 20th Century II.;</td> </tr> <tr> <td>9.</td> <td></td> </tr> </tbody> </table>	Week	Topic		1. Introduction to the Course, the Aims and Methods of Comparative Literature, the Central European Region;	1.	2. Hungarian Culture and Literature in the 19th Century I.;	2.	3. Hungarian Culture and Literature in the 19th Century II.;	3.	4. Polish, Czech, and Slovakian Culture and Literature in the 19th Century;	4.	5. Romanian, Serbian and Croatian Culture and Literature in the 19th Century;	5.	6. Austrian Culture and Literature in the 19th Century;	6.	7. German Culture and Literature in the 19th Century;	7.	8. Hungarian Culture and Literature in the 20th Century I.;	8.	9. Hungarian Culture and Literature in the 20th Century II.;	9.	
Week	Topic																						
	1. Introduction to the Course, the Aims and Methods of Comparative Literature, the Central European Region;																						
1.	2. Hungarian Culture and Literature in the 19th Century I.;																						
2.	3. Hungarian Culture and Literature in the 19th Century II.;																						
3.	4. Polish, Czech, and Slovakian Culture and Literature in the 19th Century;																						
4.	5. Romanian, Serbian and Croatian Culture and Literature in the 19th Century;																						
5.	6. Austrian Culture and Literature in the 19th Century;																						
6.	7. German Culture and Literature in the 19th Century;																						
7.	8. Hungarian Culture and Literature in the 20th Century I.;																						
8.	9. Hungarian Culture and Literature in the 20th Century II.;																						
9.																							

	10. Polish, Czech, and Slovakian Culture and Literature in the 20th Century;
	11. Romanian, Serbian and Croatian Culture and Literature in the 20th Century;
	12. Austrian Culture and Literature in the 20th Century;
	13. German Culture and Literature in the 20th Century;
	14. Concluding the Course.
<b>Required readings:</b>	Ferenc KÖLCSEY, National Traditions (fragment) in European Romanticism: A Reader, ed. Stephen PRICKETT, London, New York, Continuum, 2010, 176–196. Adam MICKIEWICZ, from Pan Tadeusz, 'Discussion on Art' (fragment) in European Romanticism: A Reader, ed. Stephen PRICKETT, London, New York, Continuum, 2010, 212–219. György DRAGOMÁN, The White King, London, Transworld Publishers, 2009. Milan KUNDERA, The Unbearable Lightness of Being, London, Faber and Faber, 1999.
<b>Recommended readings:</b>	– Marcel Cornis-Pope, John Neubauer, szerk. History of the Literary Cultures of East-Central Europe. Junctures and Disjunctures in the 19th and 20th Centuries Vol I., Amsterdam, John Benjamins Publishing, 2004. – Stephen Prickett (szerk.): European Romanticism (A Reader), London, New York, Bloomsbury 2014. – L. Wolff, Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment. Stanford UP, 1994. – Marcel Cornis-Pope, John Neubauer, szerk. History of the Literary Cultures of East-Central Europe. Junctures and Disjunctures in the 19th and 20th Centuries Vol I., Amsterdam, John Benjamins Publishing, 2004. – Stephen Prickett (szerk.): European Romanticism (A Reader), London, New York, Bloomsbury 2014. – L. Wolff, Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment. Stanford UP, 1994.
<b>Assessment methods and criteria:</b>	Student are expected to write an about 5 page essay on a film giving characteristic insight into historical or contemporary events of Central Europe.

Course Description																													
<b>Course title:</b>	Central Europe: Approaches from Social Theory and Social Psychology																												
<b>Neptun code:</b>	BTKETN103																												
<b>Status: core, specialization, optional, other:</b>	Introductory knowledges																												
<b>Type : lecture/seminar (practical)</b>	lecture																												
<b>Number of credits; hours per week</b>	5; 2																												
<b>Name and position of lecturer:</b>	<b>Dr. Csepeli, György Professor, DSc</b>																												
<b>Contact of lecturer (e-mail) (e-mail) :</b>	<a href="mailto:csepeli.gyorgy@gmail.com">csepeli.gyorgy@gmail.com</a>																												
<b>Prerequisite course(s):</b>	-																												
<b>Language of the course:</b>	English																												
<b>Suggested semester: autumn /spring, 1-4</b>	1 autumn																												
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam mark																												
<b>Course objectives (50-100 words):</b>	The aim of the subject is to introduce students into the discourse on the historical and cultural characteristics of the Central European region. According to Jenő Szűcs in Europe three historical regions have developed. In the Western region as a result of the legacy of the Western Roman Empire self-organization, autonomy, scale free accumulation of goods, continuous growth and competition were prevalent. In contrast, in the Eastern European regions as a result of the legacy of Byzantium centralization, rigidity, orthodoxy and neglect of human rights were concomitant. The processes and institutions of modernization, such as individualization, secularization, rationalization and nation state, market economy, class structure have emerged first in the West and last in the East. Accordingly, Central Europe was not the first to see modernization but not the last as well.																												
<b>Course content:</b>	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr><td>1.</td><td>What is Central Europe?</td></tr> <tr><td>2.</td><td>The three historical regions of Europe</td></tr> <tr><td>3.</td><td>Golden age, imperial subjugation, national revival, independence, Soviet dominance-European Union</td></tr> <tr><td>4.</td><td>Cultural correspondances</td></tr> <tr><td>5.</td><td>Mental correspondances – lack of anticolonial experience, smallness,</td></tr> <tr><td>6.</td><td>Losers and winners</td></tr> <tr><td>7.</td><td>Social entropy resistant groups, minorities</td></tr> <tr><td>8.</td><td>Backwardness</td></tr> <tr><td>9.</td><td>Periphery</td></tr> <tr><td>10.</td><td>Ant-Semitism</td></tr> <tr><td>11.</td><td>Roma in CEE</td></tr> <tr><td>12.</td><td>Nationalism</td></tr> <tr><td>13.</td><td>The future of CEE</td></tr> </tbody> </table>	Week	Topic	1.	What is Central Europe?	2.	The three historical regions of Europe	3.	Golden age, imperial subjugation, national revival, independence, Soviet dominance-European Union	4.	Cultural correspondances	5.	Mental correspondances – lack of anticolonial experience, smallness,	6.	Losers and winners	7.	Social entropy resistant groups, minorities	8.	Backwardness	9.	Periphery	10.	Ant-Semitism	11.	Roma in CEE	12.	Nationalism	13.	The future of CEE
Week	Topic																												
1.	What is Central Europe?																												
2.	The three historical regions of Europe																												
3.	Golden age, imperial subjugation, national revival, independence, Soviet dominance-European Union																												
4.	Cultural correspondances																												
5.	Mental correspondances – lack of anticolonial experience, smallness,																												
6.	Losers and winners																												
7.	Social entropy resistant groups, minorities																												
8.	Backwardness																												
9.	Periphery																												
10.	Ant-Semitism																												
11.	Roma in CEE																												
12.	Nationalism																												
13.	The future of CEE																												
<b>Required readings:</b>	Bianchini, S. 2019. Liquid Nationalism and State Partitions in Europe. Edward Elgar Csepeli, Gy.m Örkény A. 2020. National and Migration. Budapest. CEU Press Szűcs, J., Parti, J. 1983. The Three Historical Regions of Europe: An Outline Acta Historicae Scientiarum Hungaricae, vol. 29. No. 2/4. 131-185Ü4																												
<b>Recommended readings:</b>	Snyder, T. 2010. Bloodlands: Europe Between Hitler and Stalin. New York: Basic Books																												
<b>Assessment methods and criteria:</b>	test exam, final essay exam																												

Course Description	
<b>Course title:</b>	Applied Social Research MethodsApplied Social Research Methods
<b>Neptun code:</b>	BTKETN104
<b>Status: core, specialization, optional, other:</b>	Introductory knowledges
<b>Type : lecture/seminar (practical)</b>	prctical
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	<b>Dr. Szabó-Tóth, Kinga Dóra Associate Professor, PhD</b>
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:szabo.toth.kinga@gmail.com">szabo.toth.kinga@gmail.com</a>
<b>Prerequisite course(s):</b>	-
<b>Language of the course:</b>	English
<b>Suggested semester: autumn /spring, 1-4</b>	1 autumn

<b>Requirements (exam/practical mark/signature/report, essay)</b>	term	
<b>Course objectives (50-100 words):</b>	The course provides students with the most comprehensive resource covering core methods, research designs, and data collection, management, and analysis issues. The course places critical emphasis on finding the tools that best fit the research question given the constraints of deadlines, budget, and available staff. During classes we will give a better understanding of socio-demographic phenomenon taking place in Central Europe by secondary analysis of statistical data and conducting comparative analysis. The following topics will be covered during lectures: the basics of social research; research design; sampling; different methods of data gathering or data collection, such as surveys, qualitative interviews, observations, case studies, secondary analysis of statistical data, comparative analyses, analysis of time-series data; data management; budget of the research; data analysis; writing reports.	
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	1, Introduction to Social Research
	2.	2, Background Theories of Social Research
	3.	3, Steps of Research Design
	4.	4, Conceptualization
	5.	5, Operationalization
	6.	6, Forming hypothesis
	7.	7, Sampling
	8.	8, Research methods I. (Survey, secondary data analysis)
	9.	9, Research methods II. (Interview)
	10.	10, Research methods III. (Field study)
	11.	11, Qualitative studies
	12.	12, Quantitative studies
	13.	13, Presentation I.
	14.	14, Presentation II.
<b>Required readings:</b>	Bryman, Alan: Social Research Methods. 4rd edition. Oxford University Press, 2017. Mason, Jennifer: Qualitative Researching. 2nd edition. Sage, 2002.	
<b>Recommended readings:</b>	Silverman, David: Doing Qualitative Research. Sage Publications, 2000.	
<b>Assessment methods and criteria:</b>	15 minutes presentation on a specific research design, based on individual topics.	

Course Description		
<b>Course title:</b>	Nations and Cultures in Central Europe in the 19th and 20th Centuries	
<b>Neptun code:</b>	BKTETN105	
<b>Status: core, specialization, optional, other:</b>	Professional knowledges	
<b>Type : lecture/seminar (practical)</b>	lecture	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	dr. Kunt Gergely, associate professor	
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:kunt.gergely@gmail.com">kunt.gergely@gmail.com</a>	
<b>Prerequisite course(s):</b>	-	
<b>Language of the course:</b>	English	
<b>Suggested semester: autumn /spring, 1-4</b>	1 autumn	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam	
<b>Course objectives (50-100 words):</b>	This course's aim is to provide students with an overview of nineteenth- and twentieth-century history while also examining the social changes that occurred in Central Europe during this period. The course material expressly distances itself from the discussion of single political or historical events in favor of analyzing certain issues and methods. Within this context the course will focus on nationalism, national movements, the tools used for nation building and interethnic conflicts. Fascism and communism will be discussed from the viewpoint of the everyday citizen living at the time. To gain a deeper and more comprehensive understanding of the period's history and culture, five film viewings will be held as a part of the course.	
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	Introduction
	2.	In Searching for Central Europe?
	3.	Making Nations 1
	4.	Making Nations 2
	5.	The Balkans
	6.	The Habsburg Empire
	7.	Interwar Central Europe: The Rise of Fascism
	8.	The Holocaust City: Budapest
	9.	Postwar Migration
	10.	The Socialist System
	11.	Die Wende – The Transition and Beyond.
	12.	A Town in Central Europe
	13.	Student Project Presentations

Required readings:	<p>Larry Wolff: <i>Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment</i>. Stanford, Calif.: Stanford University Press, 1994, pp. 1-16.</p> <p>Igor Cusack: <i>African National Anthems: 'Beat the Drums, the Red Lion Has Roared'</i> <i>Journal of African Cultural Studies</i>, Vol. 17, No. 2 (Dec., 2005), pp. 235-251</p> <p>Eric Hobsbawm: <i>Mass-Producing Traditions: Europe, 1870-1911</i>, in E.Hobsbawm and Terence Ranger, eds. <i>The Invention of Tradition</i> (Cambridge1983), 1-14.</p> <p>National Anthems (Czech, Czechoslovakia, Slovakia, Ukrainian)</p> <p>Claire E.Nolte: <i>All For One! One for All! The Federation of Slavic Sokols and the Failure of Neo-Slavism</i>. In. Pieter M. Judson, Marsha L. Rozenblit, eds. <i>Constructing Nationalities in East Central Europe</i>. Oxford: Berghahn Books, 2005. pp. 126-141.</p> <p>National Anthems (Austrian, Romanian, Hungarian, Poland)</p> <p>Maria Todorova, "Between Classification and Politics: The Balkans and the Myth of Central Europe," in Maria Todorova: <i>Imagining the Balkans</i>. London: Oxford University Press, 1997, pp. 140-160.</p> <p>National Anthems (Slovenian, Serbian, Croatian, Bosnian, Montenegrin, Albanian, Bulgarian)</p> <p>Film screening (Central Library, Lecture Hall) at 4. P.M.</p> <p>Colonel Redl. Film Director: Istvan Szabo. Year: 1985. Language: German, Subtitled: English</p> <p>Running time: 150 min.</p> <p>Pieter M. Judson: <i>The Habsburg Empire. A New History</i>. The Belknap Press of the Harvard University Press, Cambridge MA. pp. 333-384</p> <p>Film screening (Central Library, Lecture Hall) at 4. P.M.</p> <p>Mephisto. Film Director: Istvan Szabo. Year: 1981. Language: German/Hungarian</p> <p>Subtitled: English Running time: 139 min.</p> <p>Constantin Iordachi, "Charisma, Religion, Ideology: Romania's Interwar Legion of the Archangel Michael", in John R. Lampe and Mark Mazower eds., <i>Ideologies and National Identities: The Case of Twentieth-Century Southeastern Europe</i>. Budapest, New York: CEU</p> <p>Ivan I. Berend: <i>The crisis zone of Europe: an interpretation of East-Central European history in the first half of the twentieth century</i>: Cambridge : Cambridge University Press, 1986</p> <p>Lonnie Johnson: <i>Central Europe: Enemies, Neighbors, Friends</i>: New York, Oxford, 2002.</p>
Recommended readings:	
Assessment methods and criteria:	<p>Other than active, in-class participation, students are required to read the literature made available to them in digital form. Only two absences are allowed. The final grade for the course will be completed on 11 December 2018 in the form of a ten-minute presentation that each student must hold in either a topic of his or her choice or based on the topics provided in the syllabus. Student projects must be based on usage of published research on the topic and contain aspects of an independently chosen approach to answering a selected issue. Students are required to consult with the course instructor by 16 October 2018 regarding his or her chosen topic, followed by a 100-word abstract sent to every member of the class by 4 December 2018. Active oral participation and the student project counts for 40% (each) of the course grade, 20% abstract.</p>

Course Description																															
Course title:	Jewish Integration, Anti-Semitism, and Holocaust in Central Europe																														
Neptun code:	BTKETN201																														
Status: core, specialization, optional, other:	Professional knowledges																														
Type : lecture/seminar (practical)	lecture																														
Number of credits; hours per week	5; 2																														
Name and position of lecturer:	Sziszkoszné dr. Halász, Dorottya Assistant Professor, PhD																														
Contact of lecturer (e-mail):	<a href="mailto:sz.halaszdorottya@gmail.com">sz.halaszdorottya@gmail.com</a>																														
Prerequisite course(s):	-																														
Language of the course:	English																														
Suggested semester: autumn /spring, 1-4	2 spring																														
Requirements (exam/practical mark/signature/report, essay)	exam																														
Course objectives (50-100 words):	The course presents a detailed history of Jews in Central Europe since the Enlightenment. It deals with the circumstances and special features of Jewish settlement and integration, the socio-economic and political conditions of Jews, the operation of Jewish-Christian relations, and the challenges of assimilation. As a further objective, the course reveals the roots and working mechanisms of modern-day anti-Semitism and, lastly, the history and the ramifications of the Holocaust in Central European countries. The topic is ideal for																														
Course content:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Introduction, orientation</td></tr> <tr><td>2.</td><td>Jews in the Ancient World</td></tr> <tr><td>3.</td><td>The History of the Jewish Settlement in (Central) Europe</td></tr> <tr><td>4.</td><td>The Ramifications of the Enlightenment and of the Collapse of the Feudal Order</td></tr> <tr><td>5.</td><td>The Birth of (Modern) Anti-Semitism</td></tr> <tr><td>6.</td><td>The Birth of Zionism</td></tr> <tr><td>7.</td><td>Mid-term Exam</td></tr> <tr><td>8.</td><td>Consequences of the Great War. Anti-Jewishness in the Inter-War Period</td></tr> <tr><td>9.</td><td>Anti-Semitism and National Socialism in the Weimar Republic</td></tr> <tr><td>10.</td><td>The Jews in Nazi Germany, 1933-1939</td></tr> <tr><td>11.</td><td>Holocaust I.: Genocide in (Central) Europe</td></tr> <tr><td>12.</td><td>Holocaust II.. The Holocaust in Hungary</td></tr> <tr><td>13.</td><td>The Aftermath of the Holocaust. Conclusions</td></tr> <tr><td>14.</td><td>End-term Exam</td></tr> </tbody> </table>	Week	Topic	1.	Introduction, orientation	2.	Jews in the Ancient World	3.	The History of the Jewish Settlement in (Central) Europe	4.	The Ramifications of the Enlightenment and of the Collapse of the Feudal Order	5.	The Birth of (Modern) Anti-Semitism	6.	The Birth of Zionism	7.	Mid-term Exam	8.	Consequences of the Great War. Anti-Jewishness in the Inter-War Period	9.	Anti-Semitism and National Socialism in the Weimar Republic	10.	The Jews in Nazi Germany, 1933-1939	11.	Holocaust I.: Genocide in (Central) Europe	12.	Holocaust II.. The Holocaust in Hungary	13.	The Aftermath of the Holocaust. Conclusions	14.	End-term Exam
Week	Topic																														
1.	Introduction, orientation																														
2.	Jews in the Ancient World																														
3.	The History of the Jewish Settlement in (Central) Europe																														
4.	The Ramifications of the Enlightenment and of the Collapse of the Feudal Order																														
5.	The Birth of (Modern) Anti-Semitism																														
6.	The Birth of Zionism																														
7.	Mid-term Exam																														
8.	Consequences of the Great War. Anti-Jewishness in the Inter-War Period																														
9.	Anti-Semitism and National Socialism in the Weimar Republic																														
10.	The Jews in Nazi Germany, 1933-1939																														
11.	Holocaust I.: Genocide in (Central) Europe																														
12.	Holocaust II.. The Holocaust in Hungary																														
13.	The Aftermath of the Holocaust. Conclusions																														
14.	End-term Exam																														
Required readings:	<p>Brustein, William E.: <i>Roots of Hate: Anti-Semitism in Europe before the Holocaust</i>. Cambridge, 2003, Cambridge UP, pp. 49-58, 77-82, 95-117, 177-189, 265-278.</p> <p><a href="http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro">http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&amp;path-prefix=ro</a></p> <p>Friedlander, Saul: <i>Nazi Germany and the Jews, 1933-1945</i>. New York, 2009, HarperCollins.</p> <p><a href="http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf">http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf</a></p> <p>Richarz, Monika: "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries"</p>																														
Recommended readings:	<p>Arendt, Hannah: <i>The Origins of Totalitarianism</i>. Cleveland and New York, 1962, The World Publishing Company, pp. 3-88.</p> <p><a href="http://monoskop.org/images/4/4e/Arendt_Hannah_The_Origins_of_Totalitarianism_1962.pdf">http://monoskop.org/images/4/4e/Arendt_Hannah_The_Origins_of_Totalitarianism_1962.pdf</a></p> <p>Don, Yehuda – Karady, Victor (ed.): <i>A Social and Economic History of Central European</i></p>																														
Assessment methods and criteria:	In accordance with academic regulations, students are required to attend 60 per cent of the total number of sessions per semester. Those who do not meet this standard are denied a signature to validate their course attendance, which also means the denial of a																														

Course Description	
Course title:	Roma Society in Central Europe.
Neptun code:	BTKETN202

Status: core, specialization, optional, other:	Professional knowledges																												
Type : lecture/seminar (practical)	lecture																												
Number of credits; hours per week	5; 2																												
Name and position of lecturer:	Dr. Szabó-Tóth, Kinga Dóra Associate Professor, PhD																												
Contact of lecturer (e-mail):	<a href="mailto:szabo.toth.kinga@gmail.com">szabo.toth.kinga@gmail.com</a>																												
Prerequisite course(s):	-																												
Language of the course:	English																												
Suggested semester: autumn /spring, 1-4	2 spring																												
Requirements (exam/practical mark/signature/report, essay)	exam																												
Course objectives (50-100 words):	The course provides a general background to the study of Central European Romani communities, their history, culture and social and political organizations. It also concentrates on socialist and post socialist policies towards the Roma, with a special focus on the impact of post socialist European policies on Romany identity-building processes. The second part of the course is dedicated to country studies, looking in more details on the country-specific conditions of Romani communities. The course aims to improve the students understanding of key concepts and ideas regarding the Roma, such as equal opportunity, cultural reproduction of discrimination, assimilation, segregation, etc. It also focuses on improving critical thinking skills by analyzing and evaluating arguments on the basis of abstract/theoretical concepts.																												
Course content:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr><td>1.</td><td>1, Overview on Roma communities in Central Europe</td></tr> <tr><td>2.</td><td>2, International human rights norms and policy formation towards the Roma</td></tr> <tr><td>3.</td><td>3, The relationship between Romani identities, ethno-politics and academic and political discourses</td></tr> <tr><td>4.</td><td>4, Anti-discrimination and educational policies and issues of racism</td></tr> <tr><td>5.</td><td>5, Field research - reports and evaluation I.</td></tr> <tr><td>6.</td><td>6, Field research - reports and evaluation II.</td></tr> <tr><td>7.</td><td>7, Central Europe -- case study Czech Republic</td></tr> <tr><td>8.</td><td>8, Central Europe -- case study Romania</td></tr> <tr><td>9.</td><td>9, Central Europe -- case study Slovakia</td></tr> <tr><td>10.</td><td>10, Central Europe -- case study Hungary</td></tr> <tr><td>11.</td><td>11, Central Europe -- case study Poland</td></tr> <tr><td>12.</td><td>12, Presentation I.</td></tr> <tr><td>13.</td><td>13, Presentation II.</td></tr> </tbody> </table>	Week	Topic	1.	1, Overview on Roma communities in Central Europe	2.	2, International human rights norms and policy formation towards the Roma	3.	3, The relationship between Romani identities, ethno-politics and academic and political discourses	4.	4, Anti-discrimination and educational policies and issues of racism	5.	5, Field research - reports and evaluation I.	6.	6, Field research - reports and evaluation II.	7.	7, Central Europe -- case study Czech Republic	8.	8, Central Europe -- case study Romania	9.	9, Central Europe -- case study Slovakia	10.	10, Central Europe -- case study Hungary	11.	11, Central Europe -- case study Poland	12.	12, Presentation I.	13.	13, Presentation II.
Week	Topic																												
1.	1, Overview on Roma communities in Central Europe																												
2.	2, International human rights norms and policy formation towards the Roma																												
3.	3, The relationship between Romani identities, ethno-politics and academic and political discourses																												
4.	4, Anti-discrimination and educational policies and issues of racism																												
5.	5, Field research - reports and evaluation I.																												
6.	6, Field research - reports and evaluation II.																												
7.	7, Central Europe -- case study Czech Republic																												
8.	8, Central Europe -- case study Romania																												
9.	9, Central Europe -- case study Slovakia																												
10.	10, Central Europe -- case study Hungary																												
11.	11, Central Europe -- case study Poland																												
12.	12, Presentation I.																												
13.	13, Presentation II.																												
Required readings:	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. 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																												
Recommended readings:	Gay y Blasco, Paloma: Gypsy/Roma Diasporas. Introducing a Comparative Perspective. In: Social Anthropology, 2002. Vol. 10. No. 2. Pénzes, 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.																												
Assessment methods and criteria:	15 minutes presentation on a topic chosen with course supervisor.																												

Course Description																													
Course title:	Religions, Churches, Religious Minorities in Central Europe																												
Neptun code:	BTKETN203																												
Status: core, specialization, optional, other:	Professional knowledges																												
Type : lecture/seminar (practical)	lecture																												
Number of credits; hours per week	5; 2																												
Name and position of lecturer:	Dr. Fazekas, Csaba Associate Professor, PhD																												
Contact of lecturer (e-mail):	<a href="mailto:bolfazek@uni-miskolc.hu">bolfazek@uni-miskolc.hu</a>																												
Prerequisite course(s):	-																												
Language of the course:	English																												
Suggested semester: autumn /spring, 1-4	2 spring																												
Requirements (exam/practical mark/signature/report, essay)	exam																												
Course objectives (50-100 words):	Lectures explain the most important Central European churches, denominations and religions from the 18th century to the end of the 20th century. We will analyze the determining churches, state religions in the countries of the territory, their role in the political and cultural system of the given states. It will be showed the different church governing systems, types of church-state relations, the connections between the religiosity and the formatting of the national identities. (E.g. the role of the Greek Orthodoxy in the Roman, the Roman Catholic in the Polish or the Croatian in the birth of the national identity.) The first part of the presentations deals with the period of the Habsburg Empire and the Austro-Hungarian Monarchy. The second part focuses on the period of the church policy and the denominations of the national states of the 20th century. We will get to know an important place with the situation of the religious minorities, the relations between the non-Christian religions (especially the Jewry) and the majority Christian churches, the problems of their coexistence. A few presentations deal with the church persecution, church policy trends in the Central European Communist regimes, and the social role of the religions after the democratic transitions.																												
Course content:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Common visiting tour in different churches and temples of Miskolc city centre.</td></tr> <tr><td>2.</td><td>Historical background of religions in Central Europe from the Middle Ages to Early Modern Era.</td></tr> <tr><td>3.</td><td>The Age of Reformation. (16<sup>th</sup> and 17<sup>th</sup> centuries.)</td></tr> <tr><td>4.</td><td>The Age of Enlightenment. (18<sup>th</sup> century)</td></tr> <tr><td>5.</td><td>The Age of Modernisation. (19<sup>th</sup> century)</td></tr> <tr><td>6.</td><td>The religions of the Austro-Hungarian Empire I.</td></tr> <tr><td>7.</td><td>The religions of the Austro-Hungarian Empire II.</td></tr> <tr><td>8.</td><td>The interwar period.</td></tr> <tr><td>9.</td><td>The communistic states and the religions.</td></tr> <tr><td>10.</td><td>Student presentations</td></tr> <tr><td>11.</td><td>Student presentations</td></tr> <tr><td>12.</td><td>Student presentations</td></tr> <tr><td>13.</td><td>Student presentations</td></tr> </tbody> </table>	Week	Topic	1.	Common visiting tour in different churches and temples of Miskolc city centre.	2.	Historical background of religions in Central Europe from the Middle Ages to Early Modern Era.	3.	The Age of Reformation. (16 <sup>th</sup> and 17 <sup>th</sup> centuries.)	4.	The Age of Enlightenment. (18 <sup>th</sup> century)	5.	The Age of Modernisation. (19 <sup>th</sup> century)	6.	The religions of the Austro-Hungarian Empire I.	7.	The religions of the Austro-Hungarian Empire II.	8.	The interwar period.	9.	The communistic states and the religions.	10.	Student presentations	11.	Student presentations	12.	Student presentations	13.	Student presentations
Week	Topic																												
1.	Common visiting tour in different churches and temples of Miskolc city centre.																												
2.	Historical background of religions in Central Europe from the Middle Ages to Early Modern Era.																												
3.	The Age of Reformation. (16 <sup>th</sup> and 17 <sup>th</sup> centuries.)																												
4.	The Age of Enlightenment. (18 <sup>th</sup> century)																												
5.	The Age of Modernisation. (19 <sup>th</sup> century)																												
6.	The religions of the Austro-Hungarian Empire I.																												
7.	The religions of the Austro-Hungarian Empire II.																												
8.	The interwar period.																												
9.	The communistic states and the religions.																												
10.	Student presentations																												
11.	Student presentations																												
12.	Student presentations																												
13.	Student presentations																												

<b>Required readings:</b>	Brian, Budapest – New York, CEU Press, 2010. (ISBN 978-963-9776-65-4) Religion and Politics in the Post-Socialist Central and Southwest Europe. Challenges since 1989. Ed.: Ramet, Sabrina P. New York, Palgrave Macmillan, 2014. (ISBN 978-1-137-33071-0) Ančić, Branko – Siniša Zrinščak: Religion in Central European Societies. Its Social Role and People's Expectations. In: Religion and Society in Central and Eastern Europe, 2012. 5 (1) 21–38. p.
<b>Recommended readings:</b>	Fazekas, Csaba: The Super-Ego of the Empire: Church and State. In: The Austro-Hungarian Dual Monarchy (1867-1918). Ed.: Gáspár, Zsuzsa – Gerő, András. London – Cape Town – Sydney, New Holland, 2008. (ISBN 978-1-84773-007-7) 152–175. p. Müller, Olaf: Secularization, Individualization, or (Re)vitalization? The State and Development of Churchliness and Religiosity in Post-Communist Central and Eastern Europe. In: Religion and Society in Central and Eastern Europe, 2011. 4 (1) 21–37. p.
<b>Assessment methods and criteria:</b>	Christianity and Modernity in Eastern Europe. Ed.: Berglund, Bruce R. – Porter-Szücs, Brian. Budapest – New York, CEU Press, 2010. (ISBN 978-963-9776-65-4) Religion and Politics in the Post-Socialist Central and Southwest Europe. Challenges since 1989. Ed.: Ramet, Sabrina P. New York, Palgrave Macmillan, 2014. (ISBN 978-1-137-33071-0) Ančić, Branko – Siniša Zrinščak: Religion in Central European Societies. Its Social Role and People's Expectations. In: Religion and Society in Central and Eastern Europe, 2012. 5 (1) 21–38. p.  1) Those students who... a. ... participate at least 2/3 of the course AND b. .... make a presentation from a chosen topic on the agreed day... ... will not have to write a final exam, but receive a grade offered by the course leader.  2) Those students who will not participate at least 2/3 of the course must write the final exam. The final exam will be a written exam based on the compulsory readings and the topic which were discussed during the semester.  Evaluation of the final exam:  100–90 % excellent (5) 89–78 % good (4) 77–65 % average (3) 64–50 % sufficient (2)

Course Description		
<b>Course title:</b>	East-Central Europe within the International World Order	
<b>Neptun code:</b>	BKETN302	
<b>Status: core, specialization, optional, other:</b>	Professional knowledges	
<b>Type : lecture/seminar (practical)</b>	lecture	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	Lakatos, Júlia guest teacher	
<b>Contact of lecturer (e-mail):</b>	lakatosjulia@gmail.com	
<b>Prerequisite course(s):</b>	-	
<b>Language of the course:</b>	English	
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam	
<b>Course objectives (50-100 words):</b>	The course focuses on three aspects of East-Central European processes before and after the 1990 transitions, with special attention to Hungary. Firstly, it presents the relationship of changes in domestic policy to the geopolitical situation. Secondly, it touches upon the problems of interpreting democracy. Thirdly, it presents in detail the development, typology and the effects of different social movements. The main topics: The geopolitical situation of Hungary before 1990.; Democratic transition in East-Central Europe. Post-communist political culture and nostalgia; The end of history. Democracy and liberalism in East-Central Europe in the 90s.; Rise of illiberalism and populism. The new radical right in East-Central Europe; Soft power in international politics; Social movements, political protests after in the illiberal context. Activism, political participation in East-Central Europe; Globalisation and nation states. The roots of the conflict between the two concepts.	
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	The geopolitical situation of Hungary before 1990 I.
	2.	The geopolitical situation of Hungary before 1990 II.
	3.	Democratic transition in East-Central Europe
	4.	Post-communist political culture and nostalgia
	5.	The end of history. Democracy and liberalism in East-Central Europe in the 90s I.
	6.	The end of history. Democracy and liberalism in East-Central Europe in the 90s II.
	7.	The new radical right in East-Central Europe
	8.	Rise of illiberalism and populism
	9.	Soft power in international politics.
	10.	Social movements, political protests after in the illiberal context
	11.	Activism, political participation in East-Central Europe
	12.	Globalization and nation states. The roots of conflict between the two concepts I.
	13.	Globalization and nation states. The roots of conflict between the two concepts II.
	14.	No special weekly reading except for recommended course reading.
<b>Required readings:</b>	Bartmanski, Dominik. "Successful icons of failed time: Rethinking post-communist nostalgia." Acta sociologica 54.3 (2011): 213-231. Csař, Ondřej. "Social Movements after Communism." The Routledge Handbook of East European Politics, 2017, pp. 184–196., doi:10.4324/9781315687681-14. Hajdú, Zoltán. "Hungary's changing geopolitical situation during the transitional period." Hungarian Spaces and Places: Patterns of Transition 26 (2005): 28. Hajdú, Zoltán. From "East" to "West" (The Transformation of the Geopolitical Position of Hungary in the Period of 1988-1998). In: Regional Processes and Spatial Structures in Hungary in the 1990s. Pécs, Centre for Regional Studies, Hungarian Academy of Sciences	
<b>Recommended readings:</b>	Pytlas, Bartek. Radical right parties in Central and Eastern Europe: Mainstream party competition and electoral fortune. Routledge, 2015. Romsics, Ignác, ed. Geopolitics in the Danube region: Hungarian reconciliation efforts, 1848-1998. Vol. 97. Central European University Press, 1999.	

Assessment methods and criteria:	Final essay based on topic question relevant to the lectures. Student may choose between two essay topics
----------------------------------	---

### Course Description

Course title:	Trends of Philosophy in Central Europe in the 19th and 20th Century I.
Neptun code:	BTKETN106
Status: core, specialization, optional, other:	Differentiated knowledges
Type : lecture/seminar (practical)	lecture
Number of credits; hours per week	5; 2
Name and position of lecturer:	Dr. Nyíró, Miklós Associate Professor, CSc
Contact of lecturer (e-mail):	<a href="mailto:nyiro.miklos@upcm.hu">nyiro.miklos@upcm.hu</a>
Prerequisite course(s):	-
Language of the course:	English
Suggested semester: autumn /spring, 1-4	1 autumn
Requirements (exam/practical mark/signature/report, essay)	exam
Course objectives (50-100 words):	This is a two semester course, the first part of which offers a historical and also systematic overview of five major trends of thought present in the Austro-Hungarian Empire and/or in its successor States. These trends and their most important representatives are the following: i) spiritualistic tendencies (Bolzano, Brentano); ii) phenomenology (Husserl, Ingarden, Patočka); iii) logical positivism and logical empiricism (Vienna Circle, Carnap, Neurath); iv) psychoanalysis (Freud, Ferenczi); and v) neo-Marxism (Lukács, Kosik, Kolakowski). During the first semester, we will discuss the essentials of these philosophical approaches. Beyond their more detailed discussion, it is also part of our aim that we present them within the context of both, the historical and political developments, as well as other aspects of the cultural milieu, of this region at the time. — The most important competency acquired through this course is a holistic insight into the philosophical and intellectual life of Central Europe in the 19-20th centuries.

Course content:	Week	Topic
		Central European Philosophies in the Context of Modern European Trends
	1.	
	2.	Simons, Peter: "Central Europe in the history of philosophy." — In. Simons, P.: 11.
	3.	Smith, Barry: "The Production of Ideas. Notes on Austrian Intellectual History from Bolzano to Wittgenstein." — In. Smith, B. (ed.): 211-234.
	4.	Nyíró, J. Christoph: "Philosophy and National Consciousness in Austria and Hungary: A Comparative Socio-Psychological Sketch." — In. Smith, B. (ed.): 235-262.
	5.	Kolnai, Aurel: "Identity and Division as a Fundamental Theme of Politics." — In. Smith, B. (ed.): 317-346.
	6.	
	7.	McCormick, Peter: "Bolzano and the Dark Doctrine: An Essay on Aesthetics." — In. Smith, B. (ed.): 69-112.
	8.	Albertazzi, Liliana: "From Kant to Brentano." — In. Albertazzi et al. (eds.): 423-463.
	9.	Albertazzi, L. – M. Libardi – R. Poli: "Brentano and his School: Reassembling the Puzzle." — In. Albertazzi et al. (eds.): 1-24.
	10.	Heaton, John M.: "Brentano and Freud". — In. Smith, B. (ed.): 161-195.
	11.	Smith, Barry: "Kafka and Brentano: A Study in Descriptive Psychology." — In. Smith, B. (ed.): 113-160.
	12.	Kavanagh, R. J.: "The Optimum Velocity of Approach: Some Reflections on Kafka's <i>Trial</i> ." — In. Smith, B. (ed.): 195-210.
	13.	Mulligan, Kevin: "Philosophy, Animality and Justice: Kleist, Kafka, Weininger and Wittgenstein." — In. Smith, B. (ed.): 293-311.
	14.	Iversen, Margaret: "Alois Riegl: The Synchronic Analysis of Stylistic Types." — In. Smith, B. (ed.): 45-68.

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

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

Assessment methods and criteria:	On the final exam students are required to present and summarize their understanding of: a) one of the articles (No. 2-4) pertaining to topic A), and b) one of the articles pertaining to topic B) or C) or D) as assigned to them.
----------------------------------	--

### Course Description

Course title:	Movies, Screen, Politics, History and Identity in the Film Art
Neptun code:	BTKETN205
Status: core, specialization, optional, other:	Differentiated knowledges
Type : lecture/seminar (practical)	practical
Number of credits; hours per week	5; 2
Name and position of lecturer:	Török, Zsuzsanna assistant lecturer
Contact of lecturer (e-mail):	<a href="mailto:boltorok@uni-miskolc.hu">boltorok@uni-miskolc.hu</a>
Prerequisite course(s):	-
Language of the course:	English
Suggested semester: autumn /spring, 1-4	2 spring
Requirements (exam/practical mark/signature/report, essay)	term mark



Course objectives (50-100 words):	The course focuses on the European film history, especially in relation to political issues represented on the big screen. Our aim is to provide an understanding of the separate path the European and Central European film industry has taken during the communist era and to focus on the changes the collapse of the communism brought into the genre.	
Course content:	Week	Topic
	1.	European film vs. American film
	2.	The history of European film – the beginning
	3.	The history of European film – Art's promised land
	4.	The history of European film – The unchained camera
	5.	The history of European film – Music of light
	6.	The history of European film – Opportunity Lost
	7.	The history of European film – End of an Era
	8.	Politics on the screen – films in the service of the state
	9.	Politics on the screen – films in the service of change
	10.	The Czech New Wave
	11.	The Budapest school
	12.	Central European filmmaking after the fall of communism
	13.	Films of the new European identity/ the MEDIA program
Required readings:	Holmes, Diana – Smith, Alison (eds): 100 Years of European Cinema: Entertainment or Ideology? Manchester University Press, 2000. Hames, Peter (ed.): The Cinema of Central Europe. London: Wallflower, 2004.	
Recommended readings:	Fowler, Catherine: The European Cinema Reader. Psychology Press, 2002. Imre, Anikó (ed.): A Companion to Eastern European Cinemas. John Wiley & Sons, 2012. Iordanova, Dina: Cinema of the Other Europe: The Industry and Artistry of East Central European Film. London: Wallflower, 2003.	
Assessment methods and criteria:	The students need to hand in a creative – preferably film – project by the end of the semester. The work has to represent their own views on Central European cinema. Grades:	

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



	<p>11. Chvatik, Ivan: "The Responsibility of the 'Shaken': Jan Patočka and his 'Care for the Soul' in the 'Post-European' World." In: Ivan Chvatik - Erika Abrams (eds.): <i>Jan Patočka and the Heritage of Phenomenology</i>. ..., 263-280.</p> <p>12. Lau, Kwok-Ying: Patočka's Concept of Europe: An Intercultural Consideration. In: Ivan Chvatik - Erika Abrams (eds.): <i>Jan Patočka and the Heritage of Phenomenology</i> ..., 229-244.</p> <p>13. Tava, Francesco: "Lifeworld, Civilisation, System: Patočka and Habermas on Europe and its Crisis." <i>HORIZON</i> 5 (1), 2016, 70-86.</p> <p>14. Meacham, Darlan: "Caring for the Soul of Europe: Globalisation's Challenge to Europe and the Phenomenology of Jan Patočka." In: K. Boudouris: <i>The philosophy of culture II</i>. Athen. Edition Ionia, 2006, 140-150.</p>
<b>Required readings:</b>	Abrams, Erika and Ivan Chvatik (eds.): <i>Jan Patočka and the Heritage of Phenomenology</i> . Centenary Papers. Heidelberg – London – New York: Springer, 2011. Findlay, Edward F.: <i>Caring for the soul in a postmodern age. Politics and Phenomenology in the Thought of Jan Patočka</i> . Albany: SUNY Press, 2002. The New Yearbook for Phenomenology and Phenomenological Philosophy. Vol. XIV 2015. Religion, War, and the Crisis of Modernity. A Special Issue Dedicated to the Philosophy of
<b>Recommended readings:</b>	Meacham, Darlan and Francesco Tava (eds.): <i>Thinking After Europe: Jan Patočka and Politics</i> . Rowman & Littlefield International, 2016. Tava, Francesco: <i>The Risk of Freedom: Ethics, Phenomenology, and Politics in Jan Patočka</i> . London: Rowman & Littlefield International, 2015.
<b>Assessment methods and criteria:</b>	During the semester every student is required to present one of the assigned articles to the class. On the final exam, students are required to present and summarize their understanding of two of the articles pertaining to topic B), C) or D) as assigned to them (the exact articles are their own choice).

Course Description																															
<b>Course title:</b>	Literature, Politics and Opposition in Socialist Eastern and Central Europe																														
<b>Neptun code:</b>	BTKETN204																														
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges																														
<b>Type : lecture/seminar (practical)</b>	practical																														
<b>Number of credits; hours per week</b>	5; 2																														
<b>Name and position of lecturer:</b>	<b>Dr. Kertész, Noémi Senior Lecturer, PhD</b>																														
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:noemikertesz@hotmail.com">noemikertesz@hotmail.com</a>																														
<b>Prerequisite course(s):</b>	-																														
<b>Language of the course:</b>	English																														
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring																														
<b>Requirements (exam/practical mark/signature/report, essay)</b>	term mark																														
<b>Course objectives (50-100 words):</b>	The proposed seminar focuses on the situation of literature and cultural life in socialist countries after World War II. It shows the process of the 'nationalization' of cultural institutions by Com-munist parties, the introducing of censorship in everyday practice, and the relationship between the intelligentsia and the Communist state. Thereafter, it concentrates on some consequences of the political liberalization in post-Stalinist Central and Eastern Europe from the late 1950s to the 1980s, with special emphasis on the Hungarian case. The cultural policy which classified art and literature with the categories permitted-prohibited-promoted was significant for this period in each country of the Eastern Bloc, but became known as 'Three T's' of György Aczél, the preeminent personality in the cultural policy of the Kádár regime. The most interesting new tendency of this period was the 'Eastern edition' of the absurd and grotesque ways of expression in prose and drama (especially in Poland, Czechoslovakia and Hungary). The second part of the seminar deals with the dissident movements, the appearance of the second public sphere and the role of the sa-mizdat network in creating alternative cultures.																														
<b>Course content:</b>	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Stalin's control over culture / Russian literature under Stalin's rule</td> </tr> <tr> <td>2.</td> <td>1945-1948: creating the Eastern Bloc, border changes, forced migrations, political turn</td> </tr> <tr> <td>3.</td> <td>Nationalization of cultural institutions by communist parties in Central Europe and the introduction of censorship;</td> </tr> <tr> <td>4.</td> <td>Intellectuals under ideological pressure: The Captive Mind, The Kidnapped West</td> </tr> <tr> <td>5.</td> <td>"Larks on a String" by Jiří Menzel based on Bohumil Hrabal's prose, 1969.</td> </tr> <tr> <td>6.</td> <td>Stalin's death and the post-Stalinist thaw: politics and literature</td> </tr> <tr> <td>7.</td> <td>Witnesses of the Soviet Gulag: Solzhenitsyn and Shalamov</td> </tr> <tr> <td>8.</td> <td>1956: The Hungarian Uprising and its context</td> </tr> <tr> <td>9.</td> <td>Grotesque forms of expression: Sławomir Mrożek</td> </tr> <tr> <td>10.</td> <td>István Örkény's One Minute Stories</td> </tr> <tr> <td>11.</td> <td>Dissidents and the human rights movement</td> </tr> <tr> <td>12.</td> <td>Solidarity: The Decade of Poland</td> </tr> <tr> <td>13.</td> <td>The Orange Alternative in Poland</td> </tr> <tr> <td>14.</td> <td>Final discussion</td> </tr> </tbody> </table>	Week	Topic	1.	Stalin's control over culture / Russian literature under Stalin's rule	2.	1945-1948: creating the Eastern Bloc, border changes, forced migrations, political turn	3.	Nationalization of cultural institutions by communist parties in Central Europe and the introduction of censorship;	4.	Intellectuals under ideological pressure: The Captive Mind, The Kidnapped West	5.	"Larks on a String" by Jiří Menzel based on Bohumil Hrabal's prose, 1969.	6.	Stalin's death and the post-Stalinist thaw: politics and literature	7.	Witnesses of the Soviet Gulag: Solzhenitsyn and Shalamov	8.	1956: The Hungarian Uprising and its context	9.	Grotesque forms of expression: Sławomir Mrożek	10.	István Örkény's One Minute Stories	11.	Dissidents and the human rights movement	12.	Solidarity: The Decade of Poland	13.	The Orange Alternative in Poland	14.	Final discussion
Week	Topic																														
1.	Stalin's control over culture / Russian literature under Stalin's rule																														
2.	1945-1948: creating the Eastern Bloc, border changes, forced migrations, political turn																														
3.	Nationalization of cultural institutions by communist parties in Central Europe and the introduction of censorship;																														
4.	Intellectuals under ideological pressure: The Captive Mind, The Kidnapped West																														
5.	"Larks on a String" by Jiří Menzel based on Bohumil Hrabal's prose, 1969.																														
6.	Stalin's death and the post-Stalinist thaw: politics and literature																														
7.	Witnesses of the Soviet Gulag: Solzhenitsyn and Shalamov																														
8.	1956: The Hungarian Uprising and its context																														
9.	Grotesque forms of expression: Sławomir Mrożek																														
10.	István Örkény's One Minute Stories																														
11.	Dissidents and the human rights movement																														
12.	Solidarity: The Decade of Poland																														
13.	The Orange Alternative in Poland																														
14.	Final discussion																														

<p><b>Required readings:</b></p>	<p>History of the Literary Cultures of East-Central Europe: Junctures and Disjunctures in the 19th and 20th Centuries. Volume I, Ed. Marcel Cornis-Pope and John Neubauer. John Benjamins Publishing Company, Amsterdam/Philadelphia, 2004. (1945: John Neubauer, 143–176; 1948: Introduction: The Culture of Revolutionary Terror – Tomislav Z. Longinovic, Dagmar Roberts, Tomas Venclova, John Neubauer, Mihaly Szegegy-Maszak, and Marcel Cornis-Pope ), pp. 107–111.; Marcel Cornis-Pope and John Neubauer with Iolanta Iastrzebska, Boyko Penchev, Dagmar Roberts, Mihaly Szegegy-Maszak, Svetlana Slapšak, and Alfred Thomas: Revolt, suppression, and liberalization in Post-Stalinist East-Central Europe pp. 83–105.)</p> <p>Czeslaw Milosz: The Captive Mind (Preface, Looking to the West)</p> <p>Milan Kundera: The Tragedy of Central Europe</p> <p>László Kontler: A History of Hungary. Atlantis Publishing House, 2009. (Chapter VIII. Utopias and their Failures, 1945–1989, pp. 397–478.)</p> <p>Mikhail Bulgakov: Master and Margarita. English translation and notes Richard Pevar and Larissa Volokhonsky, 2008.</p> <p>Aleksandr Solzhenitsyn: One Day in the Life of Ivan Denisovich  <a href="http://www.kkworld.com/kitablar/aleksandr_soljenitsin_ivan_denisovichin_bir_gunu_eng.pdf">http://www.kkworld.com/kitablar/aleksandr_soljenitsin_ivan_denisovichin_bir_gunu_eng.pdf</a></p> <p>Joseph Brodsky: Less than One; In a Room and a Half  <a href="https://www.amherst.edu/system/files/media/0305/Brodsky%252520Less%252520Than%252520One.pdf">https://www.amherst.edu/system/files/media/0305/Brodsky%252520Less%252520Than%252520One.pdf</a></p> <p>István Örkény's "One Minute Stories"  <a href="http://bookcents.blogspot.hu/2013/03/one-minute-stories-by-istvan-orkeny.html">http://bookcents.blogspot.hu/2013/03/one-minute-stories-by-istvan-orkeny.html</a></p> <p>Slawomir Mrozek: The Elephant (short story)  <a href="https://polishedtranslations.wordpress.com/the-elephant-by-slawomir-mrozek-translated-from-polish-by-halina-arendt/">https://polishedtranslations.wordpress.com/the-elephant-by-slawomir-mrozek-translated-from-polish-by-halina-arendt/</a></p> <p>Krzysztof Czajewski: <i>The Atlantis Complex or Central Europe after the End of the World</i></p>
<p><b>Recommended readings:</b></p>	<p>Kristina Belyk The Master and Margarita Deconstructing Social Realism  <a href="https://www.masterandmargarita.eu/estore/pdf/emen049_belyk.pdf">https://www.masterandmargarita.eu/estore/pdf/emen049_belyk.pdf</a></p> <p>George Blueston: Jiří Menzel and the Second Prague Spring JSTOR</p> <p>Gyula Illýés: One Sentence about Tyranny</p> <p>Attila Szokolczai: The Main Provincial Centres of the 1956 Revolution: Győr and Miskolc. JSTOR</p> <p>Miklós Mitrovits: The First Phase of De-Stalinization in East-Central Europe (1953–1958). A comparative approach  <a href="http://www.artpool.hu/books/Artpool_book.html">http://www.artpool.hu/books/Artpool_book.html</a></p> <p>Samizdat: alternative culture in Central and Eastern Europe – from the 1960s to the 1980s. Berlin, Academy of Fine Arts 10. 09. – 29. 10. 2000, Prague, National Museum 06. 06. – 25. 08. 2002, Brussels, European Parliament 05.-15. 11. 2002 : [an exhibition by the Research Centre for East European Studies at the University of Bremen] / [ed. by Vilém Prečan, Erika Rissmann, Milena Janišová]. Bremen: Research Centre for East Europe-an Studies at the Univ. of Bremen, 2002</p> <p>Skilling, Harold G.: Samizdat and an independent society in Central and Eastern Europe, Macmillan Press, in association with St Antony's College, Oxford, 1989.</p> <p>Falk, Barbara J.: The Dilemmas of Dissidence in East-Central Europe: Citizen Intellectuals and Philosopher Kings, CEU Press, Budapest ; New York, 2003.</p> <p>Goetz-Stankiewicz, Marketa: Good-bye. Samizdat offers the first collection of the best of Czechoslovakia's samizdat, underground texts from the era 1948 through 1990. Northwestern University Press, Evanston, 1992.</p> <p>Erdőch, Waldemar: <i>Pomarańczowa Alternatywa. Rewolucja Krasnoludków=The Orange Revolution</i></p>
<p><b>Assessment methods and criteria:</b></p>	<p>Presentation</p> <p>Essay</p> <p>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>

Course Description		
<b>Course title:</b>	Economic History of Central European Countries	
<b>Neptun code:</b>	BTKETN206	
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges	
<b>Type : lecture/seminar (practical)</b>	lecture	
<b>Number of credits; hours per week</b>	5; 2	
<b>Name and position of lecturer:</b>	<b>Dr. Havasi, Virág Associate Professor,, PhD</b>	
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:bolhflor@uni-miskolc.hu">bolhflor@uni-miskolc.hu</a> ; <a href="mailto:virinvo@gmail.com">virinvo@gmail.com</a>	
<b>Prerequisite course(s):</b>	-	
<b>Language of the course:</b>	English	
<b>Suggested semester: autumn /spring, 1-4</b>	2 spring	
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam	
<b>Course objectives (50-100 words):</b>	<p>The course is designed to familiarize students with the social and economic changes Central Europe underwent in the 20th century and beyond. The main topics are the following: comparative approaches to history of economy; population; family; social inequalities and social mobility; social policy; economy and living standard; work, leisure and consumption; politics and society; urbanization; and aspects of culture (identity, norms and values). The course would like to offer a broad overview of the most important economic changes in the region with special attention to topics as follows: the existence of „premature welfare states” during communism; economic processes in late communist societies; the presence of materialist and post-materialist values in post-war Central European countries; Similarities and difference in between the economic processes of Western and East-European countries.</p>	
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	Introduction (World economy based on Maddison, ancient times of the economy)
	2.	Medieval times
	3.	The making of early modern Europe from 1450 to ~1800
	4.	Movie: Aferim
	5.	Test 1, 1800-1915
	6.	Movie: Bridgeman
	7.	Test 2, Between the two world wars
	8.	CEU between 1945-1989
	9.	Movie: Man of Iron
	10.	Transition in CEU
	11.	Presentations
	12.	Presentations
	13.	Presentations

<b>Required readings:</b>	Berend, I. – Ránki, Gy.: Economic Development in East-Central Europe in the 19th and 20th Centuries. New York: Columbia University Press, 1974. Maddison, A: The World Economy. OECD, 2003 Tridico, A: Institutions, Human Development and Economic Growth in Transition Economies. Palgrave, McMillan, 2011 Johnson, P. M.: Redesigning the Communist Economy: The Politics of Economic Reform in Eastern Europe. Boulder, Co.: East European Monographs, 1989. Ránki, Gy. – Tomaszewski, J.: The Economic History of Eastern Europe, 1919–1975. Vol. II. Oxford, Oxford University Press, 1986.
<b>Recommended readings:</b>	Campbell, R. W. The Socialist Economies in Transition. Bloomington In., Indiana University Press, 1991. Good, D. F.: Economic Transformation in Central Europe: the View from History. 1992. Online: <a href="http://www.cas.umn.edu/assets/pdf/WP921.PDF">http://www.cas.umn.edu/assets/pdf/WP921.PDF</a> Campbell, R. W. The Socialist Economies in Transition. Bloomington In., Indiana University Press, 1991. Chirot, D. (ed.) The Origins of Backwardness in Eastern Europe: Economics and Politics from the Middle Ages Until the Early Twentieth Century. Berkeley and London, University of California Press, 1989. Clark, G.: A Farewell to Alms: a Brief Economic History of the World. Princeton University Press, Princeton, 2007.
<b>Assessment methods and criteria:</b>	tests presentation (analysis of a chosen CEU country since 1989 until now)

Course Description																															
<b>Course title:</b>	Legal Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21st																														
<b>Neptun code:</b>	BTKETN304																														
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges																														
<b>Type : lecture/seminar (practical)</b>	lecture																														
<b>Number of credits; hours per week</b>	5;2																														
<b>Name and position of lecturer:</b>	<b>Papp, Attila professor</b>																														
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:bolpappa@uni-miskolc.hu">bolpappa@uni-miskolc.hu</a> , <a href="mailto:pappza@yahoo.com">pappza@yahoo.com</a>																														
<b>Prerequisite course(s):</b>	-																														
<b>Language of the course:</b>	English																														
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn																														
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam																														
<b>Course objectives (50-100 words):</b>	During the course students will be acquainted with the most important legal documents related to minority protection in Central Europe, furthermore they will have a detailed legal, historical, demographical, sociological, historical, and political knowledge about the region's interethnic relations. Doing so, students will learn about the basic concepts stemming from minority sociology, anthropology, social-psychology and nationalism studies which are necessary for interpretation for interethnic relations. By complying the course students will be able to identify, to understand and interpret social processes regarding national and ethnic minorities, the role of kin-state and everyday practice of nationalising nation state.																														
<b>Course content:</b>	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Demographic aspects of minorities from Central Europe (CE)</td></tr> <tr><td>2.</td><td>Role of ethnic data in CE</td></tr> <tr><td>3.</td><td>Typology of minority groups in CE</td></tr> <tr><td>4.</td><td>Basic notions concerning minorities in CE: nation, nation-state, nation-building processes</td></tr> <tr><td>5.</td><td>Theories concerning minorities in CE</td></tr> <tr><td>6.</td><td>Legal minority protection in CE</td></tr> <tr><td>7.</td><td>Minority protection in international law</td></tr> <tr><td>8.</td><td>Minority question and minority protection in Hungary</td></tr> <tr><td>9.</td><td>Roma in Hungary and in CE</td></tr> <tr><td>10.</td><td>Minority Hungarians in Carpathian Basin</td></tr> <tr><td>11.</td><td>Role of institutions and social subsystems in minority life</td></tr> <tr><td>12.</td><td>Hungarian diaspora in Western countries</td></tr> <tr><td>13.</td><td>Minority education: role and typology</td></tr> <tr><td>14.</td><td>Minority media: role and typology</td></tr> </tbody> </table>	Week	Topic	1.	Demographic aspects of minorities from Central Europe (CE)	2.	Role of ethnic data in CE	3.	Typology of minority groups in CE	4.	Basic notions concerning minorities in CE: nation, nation-state, nation-building processes	5.	Theories concerning minorities in CE	6.	Legal minority protection in CE	7.	Minority protection in international law	8.	Minority question and minority protection in Hungary	9.	Roma in Hungary and in CE	10.	Minority Hungarians in Carpathian Basin	11.	Role of institutions and social subsystems in minority life	12.	Hungarian diaspora in Western countries	13.	Minority education: role and typology	14.	Minority media: role and typology
Week	Topic																														
1.	Demographic aspects of minorities from Central Europe (CE)																														
2.	Role of ethnic data in CE																														
3.	Typology of minority groups in CE																														
4.	Basic notions concerning minorities in CE: nation, nation-state, nation-building processes																														
5.	Theories concerning minorities in CE																														
6.	Legal minority protection in CE																														
7.	Minority protection in international law																														
8.	Minority question and minority protection in Hungary																														
9.	Roma in Hungary and in CE																														
10.	Minority Hungarians in Carpathian Basin																														
11.	Role of institutions and social subsystems in minority life																														
12.	Hungarian diaspora in Western countries																														
13.	Minority education: role and typology																														
14.	Minority media: role and typology																														
<b>Required readings:</b>	Bárdi, Nándor – Fedinec, Csilla – Szarka, László (ed.): Minority Hungarian communities in the twentieth century. Boulder, Atlantic Research and Publications, Inc., 2011. (East European monographs; 774.) (ISBN 978-0-88033-677-2) 503–516. p. Lantschner, E. – Constantin, S. – Marko, J. (ed.): Practice of Minority Protection in Central Europe. Nomos, Baden, 2012. (ISBN 978-3-8329-6025-4) Vizi, B. – Lattmann, T. (ed.): International Protection of Human Rights. Budapest, Nemzeti Közszolgálati Egyetem, 2014. 144 p. (ISBN 978-615-5491-42-9)																														
<b>Recommended readings:</b>	Kállai, E. (ed.): The Gypsies/The Roma in Hungarian Society. Budapest, Teleki László Alapítvány, 2002. 117 p. Rechel, B. (ed.): Minority Rights in Central and Eastern Europe. London: Routledge, 2009. 119–134. p. (ISBN:978-0-203-88365-5) Szarka, L. (ed.): Hungary and the Hungarian minorities: trends in the past and in our time. Boulder: Social Science Monographs – Atlantic Research and Publications, Inc., 2004. (Atlantic Studies in Society on Change, ISSN 1048-4930 / East European monographs, 1083-2890; 122, 657.) (ISBN 0-88033-556-4) Annual issues of Minority Research and Regio reviews.																														
<b>Assessment methods and criteria:</b>	Presentation the social, legal and demographic aspects of a minority group from Central Europe																														

Course Description	
<b>Course title:</b>	Theories of Identity and National Identities
<b>Neptun code:</b>	BTKETN305
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges
<b>Type : lecture/seminar (practical)</b>	lecture
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	Török, Zsuzsanna assistant lecturer
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:boltorok@uni-miskolc.hu">boltorok@uni-miskolc.hu</a>
<b>Prerequisite course(s):</b>	-
<b>Language of the course:</b>	English
<b>Suggested semester: autumn /spring, 1-4</b>	3 autumn
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam



<b>Course objectives (50-100 words):</b>	In recent social scientific and anthropological research the topic of identity is especially important. The aim of the course is to inform the students of recent theories on identity, to present them a deep understanding of the working of personal and social identities.	
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	1. The notion of personal identity
	2.	The notion of social identity
	3.	The notion of collective identity
	4.	Post-critical interpretation of identity
	5.	National identities in Central Europe in the 20th century
	6.	National identities in Central Europe in the European Union
	7.	Regional identities in Central Europe in the 20th century
	8.	Minority identities in Central Europe in the 20th century
	9.	The questions of identity after the fall of communism
	10.	The questions of identity in the extended Europe
	11.	The representation of identity in Central Europe
	12.	The challenges of cultural identities in the 21st century in Central Europe
	13.	Identity and foreign policy in Central Europe
<b>Required readings:</b>	Barth, Fredrik: Ethnic Groups and Boundaries. Online: <a href="http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_4/Barth_Introduction_Ethnic_Groups_and_Boundaries_.pdf">http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_4/Barth_Introduction_Ethnic_Groups_and_Boundaries_.pdf</a> Christopher Long: East Central Europe: National Identity and International Perspective. in: Journal of the Society of Architectural Historians, Vol. 61, No. 4 (Dec., 2002), pp. 519-529. Merje Kuus: Ubiquitous Identities and Elusive Subjects: Puzzles from Central Europe. in: Transactions of the Institute of British Geographers, New Series, Vol. 32, No. 1 (Jan., 2007), pp. 90-101	
<b>Recommended readings:</b>	Robin Okey: Ubiquitous Identities and Elusive Subjects: Puzzles from Central Europe. Past & Present, No. 137, The Cultural and Political Construction of Europe (Nov., 1992), pp. 102-133. Rogers Brubaker, Margit Feischmidt, Jon Fox, Liana Grancea: Nationalist Politics and Everyday Ethnicity in a Transylvanian Town. Princeton University Press, Princeton, 2007. Waierman, Alan S.: Identity Status Theory and Erikson's Theory: Communalities and Differences. In: Developmental Review, 1988. 185-208. p.	
<b>Assessment methods and criteria:</b>	The students have a written exam at the end of the semester consisting of five questions, one of which is an essay question. Grades: 1 – fail – 0-50% 2 – sufficient – 51-60% 3 – fair – 61-70% 4 – good – 71-85% 5 – excellent – 86-100%	

Course Description																															
<b>Course title:</b>	Social Protection and the Quality of Life in the V4 Countries																														
<b>Neptun code:</b>	BTKETN401																														
<b>Status: core, specialization, optional, other:</b>	Differentiated knowledges																														
<b>Type : lecture/seminar (practical)</b>	lecture																														
<b>Number of credits; hours per week</b>	5; 2																														
<b>Name and position of lecturer:</b>	Dr. Szabó-Tóth, Kinga Dóra Associate Professor, PhD																														
<b>Contact of lecturer (e-mail):</b>	<a href="mailto:szabo.toth.kinga@uni-miskolc.hu">szabo.toth.kinga@uni-miskolc.hu</a> ; <a href="mailto:szabo.toth.kinga@gmail.com">szabo.toth.kinga@gmail.com</a>																														
<b>Prerequisite course(s):</b>	-																														
<b>Language of the course:</b>	English																														
<b>Suggested semester: autumn /spring, 1-4</b>	4 spring																														
<b>Requirements (exam/practical mark/signature/report, essay)</b>	exam																														
<b>Course objectives (50-100 words):</b>	The aim of the course is to provide information about CEE and understand the socio-economic status of the region. We will have a special focus on social protection and the quality of life.																														
<b>Course content:</b>	<table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>V4 Countries – history, common points and differences</td> </tr> <tr> <td>2.</td> <td>The Welfare State: Citizenship and Social Protection</td> </tr> <tr> <td>3.</td> <td>Quality of Life: Who is Responsible for Welfare?</td> </tr> <tr> <td>4.</td> <td>State Socialism and its Heritage</td> </tr> <tr> <td>5.</td> <td>Market Economy in Post-Socialist Countries</td> </tr> <tr> <td>6.</td> <td>Social Challenges in the V4 Countries</td> </tr> <tr> <td>7.</td> <td>Vulnerable Groups in Hungary</td> </tr> <tr> <td>8.</td> <td>Young People in the V4 countries</td> </tr> <tr> <td>9.</td> <td>Economic Challenges in the V4 Countries</td> </tr> <tr> <td>10.</td> <td>Social Protection and Social Policy in the V4 countries</td> </tr> <tr> <td>11.</td> <td>Euroscepticism in the V4 countries</td> </tr> <tr> <td>12.</td> <td>Student presentations</td> </tr> <tr> <td>13.</td> <td>Student presentations</td> </tr> <tr> <td>14.</td> <td>Student presentations</td> </tr> </tbody> </table>	Week	Topic	1.	V4 Countries – history, common points and differences	2.	The Welfare State: Citizenship and Social Protection	3.	Quality of Life: Who is Responsible for Welfare?	4.	State Socialism and its Heritage	5.	Market Economy in Post-Socialist Countries	6.	Social Challenges in the V4 Countries	7.	Vulnerable Groups in Hungary	8.	Young People in the V4 countries	9.	Economic Challenges in the V4 Countries	10.	Social Protection and Social Policy in the V4 countries	11.	Euroscepticism in the V4 countries	12.	Student presentations	13.	Student presentations	14.	Student presentations
Week	Topic																														
1.	V4 Countries – history, common points and differences																														
2.	The Welfare State: Citizenship and Social Protection																														
3.	Quality of Life: Who is Responsible for Welfare?																														
4.	State Socialism and its Heritage																														
5.	Market Economy in Post-Socialist Countries																														
6.	Social Challenges in the V4 Countries																														
7.	Vulnerable Groups in Hungary																														
8.	Young People in the V4 countries																														
9.	Economic Challenges in the V4 Countries																														
10.	Social Protection and Social Policy in the V4 countries																														
11.	Euroscepticism in the V4 countries																														
12.	Student presentations																														
13.	Student presentations																														
14.	Student presentations																														

<p><b>Required readings:</b></p>	<p>1) Dorottya Szikra and Béla Tomka: Social Policy in East Central Europe: Major Trends in the 20th Century, In Alfio Cerami and Peter Vanhuysse, eds., PostCommunist Welfare Pathways: Theorizing Social Policy Transformations in Central and Eastern Europe Basingstoke: Palgrave Macmillan, 2009, 17-34</p> <p><a href="http://venus.arts.uszeged.hu/pub/tortenet/legujabbkori_egyetemes/tomka/Tomka_t041.pdf">http://venus.arts.uszeged.hu/pub/tortenet/legujabbkori_egyetemes/tomka/Tomka_t041.pdf</a></p> <p>2) Gubová, Olga. Some Aspects of Political Regionalization of Visegrad Countries, International Multidisciplinary Scientific Conference on Social Sciences &amp; Arts SGEM, 2015, p339-344, 6p. <a href="http://szociologiaszak.uni-miskolc.hu/segedanyagok/Politicalreg.pdf">http://szociologiaszak.uni-miskolc.hu/segedanyagok/Politicalreg.pdf</a></p> <p>3) Jozsef Duro: Becoming Mainstream? Euroscepticism Among Established Parties in V4 Countries, Eurasian Journal of Social Sciences, 2016/4, 35-47 <a href="https://www.researchgate.net/publication/309659788_BECOMING_MAINSTREAM_EURO_SCEPTICISM_AMONG_ESTABLISHED_PARTIES_IN_V4_COUNTRIES">https://www.researchgate.net/publication/309659788_BECOMING_MAINSTREAM_EURO_SCEPTICISM_AMONG_ESTABLISHED_PARTIES_IN_V4_COUNTRIES</a></p> <p>4) Málková et al: Socio-economic changes in the borderlands of the Visegrad Group (V4) countries, Moravian Geographical Report, 2015/2 <a href="https://www.geonika.cz/EN/research/ENMGRClanky/2015_2_MALIKOVA.pdf">https://www.geonika.cz/EN/research/ENMGRClanky/2015_2_MALIKOVA.pdf</a></p> <p>5) Nic, Milan – Swieboda, Pavel: Central Europe fit for the future: 10 years after EU accession. Online: <a href="http://www.cepolicy.org/sites/cepolicy.org/files/attachments/central_europe_fit_for_the_future_report.pdf">http://www.cepolicy.org/sites/cepolicy.org/files/attachments/central_europe_fit_for_the_future_report.pdf</a></p> <p>6) Nováková, Bibiána; Šoltés, Vincent. Quality of Life Research: Material Living Conditions In The Visegrad Group Countries, In: Economics &amp; Sociology. 2016, Vol. 9 Issue 1, p282-294. 13p <a href="http://szociologiaszak.uni-miskolc.hu/segedanyagok/Liferesearch.pdf">http://szociologiaszak.uni-miskolc.hu/segedanyagok/Liferesearch.pdf</a></p> <p>7) Raj Kollmorgen: Transformation theory and socio-economic change in central and eastern europe. a Conceptual Framework, 2010 In:</p>
<p><b>Recommended readings:</b></p>	<p>1) Anna Ludwinek et. al: Social Mobility in the EU, Eurofound 2017., <a href="http://www.eurofound.europa.eu/publications/htmlfiles/ef1264.htm">http://www.eurofound.europa.eu/publications/htmlfiles/ef1264.htm</a></p> <p>2) Study on Social Services of General Interest. Final Report. Employment, Social Affairs and Inclusion Directorate General of the European Commission, 2011. <a href="http://ec.europa.eu/social/main.jsp?catId=794&amp;langId=en">http://ec.europa.eu/social/main.jsp?catId=794&amp;langId=en</a></p> <p>3) United Nations Development Programme (Selim Jahan): Human Development Report 2016, selected chapters <a href="http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf">http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf</a></p>
<p><b>Assessment methods and criteria:</b></p>	<p>1) Those students who...</p> <p>a. ... participate at least 2/3 of the course AND</p> <p>b. ... write a term paper with the lengths of 1500-2000 words until the deadline AND</p> <p>c. ... make a presentation from a chosen topic on the agreed day...</p> <p>... will not have to write a final exam, but receive a grade offered by the course leader.</p> <p>2) Those students who will not participate at least 2/3 of the course must write the final exam.</p> <p>The final exam will be a written exam based on the compulsory readings and the topic which were discussed during the semester.</p> <p>Evaluation of the final exam:</p> <p>100-90 % excellent (5)</p> <p>89-78 % good (4)</p> <p>77-65 % average (3)</p> <p>64-50 % sufficient (2)</p> <p>below 50% fail (1)</p> <p>3.) Those students who will not get a valid, at least sufficient (2) offered grade until the end of the semester or will not have a final exam result higher than 50% will not be able to complete the course.</p>

Course Description															
Course title:	20th Century Political Culture: Hungary in East-Central Europe														
Neptun code:	BTKETN001														
Status: core, specialization, optional, other:	Optional course														
Type : lecture/seminar (practical)	practical														
Number of credits; hours per week	5;2														
Name and position of lecturer:	Prof. Dr. László Kürti														
Contact of lecturer (e-mail):	<a href="mailto:kurti1953@gmail.com">kurti1953@gmail.com</a>														
Prerequisite course(s):	-														
Language of the course:	English														
Suggested semester: autumn /spring, 1-4	3 autumn														
Requirements (exam/practical mark/signature/report, essay)	exam														
Course objectives (50-100 words):	<p>By discussing the political processes during the 20th century, the course deals with the various scholarly approaches to Hungarian political culture. It intends to familiarize students with those political, social and cultural features that are specific to Hungary; throughout the course various aspects will be highlighted that most characterize the region and became inextricably connected to WWII and the following era. Since it is not possible to discuss and read all aspects of the societies of East-Central Europe (Slovak, Czech, Polish, Hungarian, Romanian, Slovenian), specific area will be selected according to students familiarity with the region and expertise. For example, in the Hungarian case, we will focus on post-WWII developments and discuss the relevance of such questions as totalitarianism, fascism, Stalinism, and the revolution of 1956. To best achieve our goal, we will focus on the Memento Park and/or the House of Terror Museum by taking a three-pronged approach: 1. An interdisciplinary approach surrounding the nature and definition of political culture in the social sciences in general and political science in specific. 2. Describing the socio-economic and political development of Hungarian society following WWI; creation of dictatorship, war and revolution. 3. We will discuss the reactions of two world wars and the 1956 revolution by focussing on political memory and art. Throughout the course, we will discuss not only the theoretical and historical concerns of these topics, but where possible we will attempt to utilize unique studies to highlight comparable developments in other East-Central European states.</p>														
Course content:	<table border="1"> <thead> <tr> <th data-bbox="641 1948 683 1964">Week</th> <th data-bbox="683 1948 1171 1964">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="641 1964 683 1980">1.</td> <td data-bbox="683 1964 1171 1980">Dictatorship: Fascism, National Socialism, and Stalinism</td> </tr> <tr> <td data-bbox="641 1980 683 1995">2.</td> <td data-bbox="683 1980 1171 1995">Dictatorship: Fascism, National Socialism, and Stalinism</td> </tr> <tr> <td data-bbox="641 1995 683 2011">3.</td> <td data-bbox="683 1995 1171 2011">Dictatorship: Fascism, National Socialism, and Stalinism</td> </tr> <tr> <td data-bbox="641 2011 683 2027">4.</td> <td data-bbox="683 2011 1171 2027">Dictatorship: Fascism, National Socialism, and Stalinism</td> </tr> <tr> <td data-bbox="641 2027 683 2042">5.</td> <td data-bbox="683 2027 1171 2042">Cold War</td> </tr> <tr> <td data-bbox="641 2042 683 2058">6.</td> <td data-bbox="683 2042 1171 2058">Cold War</td> </tr> </tbody> </table>	Week	Topic	1.	Dictatorship: Fascism, National Socialism, and Stalinism	2.	Dictatorship: Fascism, National Socialism, and Stalinism	3.	Dictatorship: Fascism, National Socialism, and Stalinism	4.	Dictatorship: Fascism, National Socialism, and Stalinism	5.	Cold War	6.	Cold War
Week	Topic														
1.	Dictatorship: Fascism, National Socialism, and Stalinism														
2.	Dictatorship: Fascism, National Socialism, and Stalinism														
3.	Dictatorship: Fascism, National Socialism, and Stalinism														
4.	Dictatorship: Fascism, National Socialism, and Stalinism														
5.	Cold War														
6.	Cold War														

	7.	Mid-term exam: Oral presentations, short essays
	8.	Mid-term exam: Oral presentations, short essays
	9.	Revolutions: Hungary, 1956, Prague Spring, Solidarity
	10.	Revolutions: Hungary, 1956, Prague Spring, Solidarity
	11.	Socialisms and Post-socialist Europe)
	12.	Memento Park and The House of Terror Museum (specific reading list to be distributed)
	13.	Presentations.
	14.	Presentations.
<b>Required readings:</b>		Klingemann, Hans-Dieter – Fuchs, Dieter – Zielonka, Jan (ed.): Democracy & Political Culture in Eastern Europe. London, Routledge, 2006. (ISBN 0-203-08597-3) Kopecky, P. – Mudde, C. (ed.): Uncivil society? Contentious politics in post-communist Europe. London, Routledge, 2003. (ISBN: 0-415-26585-1.) Lukacs, John: Democracy and populism. New Haven, Yale University Press, 2005. (ISBN 9780200107739)
<b>Recommended readings:</b>		Ash, T. G.: The Polish revolution. New Haven, Yale University Press, 2003. (ISBN 13 978-0300095685) Kürti, L. – Skalnik, P. (ed.): Postsocialist Europe. Anthropological perspectives from home. Oxford, Berghahn Books, 2009.
<b>Assessment methods and criteria:</b>		It is expected that students will not miss classes and consultation with instructor. Students are required to do a mid-term presentations based on specific assigned reading (50%). At the end of the semester, students and course director select one topic for a final presentation and essay (25+25%). In-class presentations are based on the written essays, and can take various forms (power point, poster, class discussion, etc). It is expected that oral presentations are around 10 minutes each; length of short essays are between 5-6 pages (double-spaced, Times Roman, 12 p.). To change topics is only possible via prior agreement of instructor. Complex and difficult subjects – especially those requiring substantial literature search and data-analysis – may be jointly completed by two students. To do so, students are required to obtain prior permission from the course instructor.  Final oral presentations will take place during the last two weeks of the course. There will be 10-15 minutes allocated for each presentation. Final essays are due during exam period and submitted electronically. Final essays will be written in the format of MA thesis; they should be between 8-10 pages long.

<b>NAME OF STUDY PROGRAMME:</b>	Central European Studies MA
---------------------------------	-----------------------------

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

Course Description	
<b>Course title:</b>	European values
<b>Neptun code:</b>	BTKETN005
<b>Status: core, specialization, optional, other:</b>	OPTIONAL COURSES
<b>Type : lecture/seminar (practical)</b>	practical
<b>Number of credits; hours per week</b>	5; 2
<b>Name and position of lecturer:</b>	Colin Swatridge, visitor lecturer

Contact of lecturer (e-mail):	<a href="mailto:colinswatridge@yahoo.co.uk">colinswatridge@yahoo.co.uk</a>	
Prerequisite course(s):	-	
Language of the course:	English	
Suggested semester: autumn /spring, 1-4	2 spring	
Requirements (exam/practical mark/signature/report, essay)	term mark	
Course objectives (50-100 words):		
<b>Course content:</b>	<b>Week</b>	<b>Topic</b>
	1.	Power-Point Presentation outlining the course:
	2.	the origin of the word 'value'
	3.	European values as enshrined in the 2004 Lisbon Treaty
	4.	the antithesis of Liberalism and Conservatism
	5.	the ways in which European values are overridden in the V4
	6.	the report of the Hungarian Network of Academics
	7.	Nationalism: what do we understand by this term? When is nationalism simple patriotism, and when is it xenophobia?
	8.	Nationalism in the countries of Central/Eastern Europe: Slovakia, Czechia, Poland, and Hungary. How might these signs of nationalism offend European values?
	9.	Equality of rights: a consideration of various minorities; Roma, Hungarians in Slovakia, LGBT and 'gay pride'; the growing wealth gap, in each of the V4 countries.
	10.	Corruption: what do we mean by this? How widespread is it in the V4 countries, and how does it offend European values?
	11.	Freedom of the media: how independent are print media to publish and TV channels to broadcast without government interference in the V4 countries – and in Hungary, in particular?
	12.	The freedom of the Judiciary in the V4: a Polish case-study. What are the findings of the Hungarian Network of Academics?
	13.	
Required readings:		
Recommended readings:		
Assessment methods and criteria:		