

COURSE DESCRIPTIONS

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| Subject name: | Introduction to Sociology | |
| Responsible person: | Kinga Dóra Tóth, PhD | |
| Subject teacher: | Kinga Dóra Tóth, PhD | |
| Brief description of the aim of the subject: | <p>The course introduces students to the conceptual approach of sociology, the characteristics of the sociological approach and the sociological analysis of the most important social phenomena and processes. It provides an insight into the study of social inequalities and social change according to different sociological trends. The course will strengthen social sensitivity and empathy. It increases students' competence in identifying and presenting options for choice and development alternatives. It develops participatory and innovative skills, communication for understanding and agreement. It lays the foundations for a better and deeper understanding of domestic and international social situations and relations.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Sociological approaches; History of sociology; Culture, values, norms and socialization; Methodology of sociology; Structure of society and social mobility; Inequalities and poverty; Population, population; Sociology of deviant behaviour; The concept of the family and sociology of the family; The educational and economic system; The political system.</p> | |
| Practical knowledge to be acquired: | <p>-</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Paul, O.: Sociology: A Complete Introduction: Teach Yourself. John Murray Press, 2015. Schaefer, R. and J. Grekul (most recent edition). Sociology: A Brief Introduction. Toronto: McGraw-Hill.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Babbie, E.: The Basics of Social Research. Wadsworth, 2008. (5th edition.) Giddens, A.: Sociology. Polity Press, 2022.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be able to interpret in context international, European and regional, political, legal, economic and civilisational knowledge and events of general relevance to its field.</p> <p>b, ability Ability to analyse the social background and context of certain international phenomena</p> <p>c, attitude Understands and accepts that economic, political and cultural phenomena are historically and socially determined and changing.</p> <p>d, autonomy and responsibility Answering professional questions, solving problems independently or in cooperation with others, assuming individual responsibility and adhering to the ethical standards of the profession.</p> | |

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| Course name: | Introduction to Philosophy | |
| Responsible person: | Sándor Fekete, PhD | |
| Course teacher: | Sándor Fekete, PhD | |
| Brief description of the aim of the subject: | In Western culture, philosophy has been teaching comprehensive and evaluative thinking about humans and the world for thousands of years. This course presents the basic metaphysical and ethical concepts of this intellectual history: rationality and irrationality, essence and existence, being and existence, value, validity and historicity, objectivity and subjectivity, fate and responsibility, freedom and (historical-social, psychological) determinism. | |
| Theoretical knowledge to be acquired: | We will illuminate the concepts above with the help of the ideas of significant authors in the history of philosophy. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Barry, Peter: Beginning Theory: An Introduction to Literary and Cultural Theory. 2nd ed. Manchester:Manchester University Press, 2022.</p> <p>Smith, N.: Introduction to Philosophy. Huston: OpenStax, 2022.</p> <p>https://assets.openstax.org/oscms-prodcms/media/documents/Introduction_to_Philosophy-WEB_cszrKYp.pdf</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Derrida, J. "Signature, Event, Context." In Twentieth-Century Philosophy, edited by Forrest E. Baird and Walter Kaufmann, 360–379. Vol. 5 of Philosophic Classics, 2nd ed. Upper Saddle River, NJ: Prentice Hall. 1997.</p> <p>Löwenthal, L: "The Origins of Critical Theory: An Interview with Leo Lowenthal." By Helmut Dubiel. Telos 1981 (49): 141–154. 1981.</p> <p>Lynch, R. A. 2011. "Foucault's Theory of Power." In Michel Foucault: Key Concepts, edited by Dianna Taylor, 13–26. Stocksfield: Acumen, 2011.</p> <p>Westen, D.: The Scientific Status of Unconscious Processes: Is Freud Really Dead?" Journal of the American Psychoanalytic Association 47 (4): 1061–1106, 1999.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 28 | Number of hours of practical lessons: - |
| Teaching methods used: | frontal teaching | |
| Assessment method: | written exam | |
| Assessment criteria: | successful acquisition of the signature and completion of the written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is knowledgeable about generally accepted trends, characteristics, and data relating to Hungarian and universal political, economic, and cultural phenomena. Interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. (Additional knowledge elements: - Knows the most important ideas and values developed by philosophy and is able to recognize them in current processes.) b, ability Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions. (Additional skills: - Able to formulate new, philosophically expressible ideas that are still valid today and relate them to the classic topoi of intellectual history.) c, attitude Represents the religious and social, historical and contemporary diversity of Hungarian and European identity.</p> | |

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| | <p>Has a need to embrace European national cultures and learn about cultures outside Europe.</p> <p>d, autonomy and responsibility</p> <p>Independent, constructive, and assertive in forms of cooperation both within and outside the institution.</p> <p>Familiar with the ethical standards and rules of their field, and able to adhere to them in the performance of professional tasks, human relations, and communication.</p> |
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| Subject name: | Introduction to Political Science I-II. | |
| Responsible person: | Sándor Fekete, PhD | |
| Subject teacher: | Sándor Fekete, PhD | |
| Brief description of the aim of the subject: | <p>The aim of the course is to provide students with an introduction to the basic concepts, issues, research areas, theories, and methods of political science. During the course, political science will be placed in the context of related disciplines, as well as politics in its broader social environment.</p> | |
| Theoretical knowledge to be acquired: | <p>We discuss the defining trends and schools of political science, various political ideologies and political systems, and examine political processes, actors, and institutions. We will present the main political institutions, models and structural solutions for the division of power, historical types and functions of parties, structuring dimensions of party systems, electoral systems and voter behavior; we will discuss public policy and government decision-making, as well as the relationship between the media and politics</p> | |
| Practical knowledge to be acquired: | <p>Students also acquire specific knowledge relating to Europe in all of these subject areas.</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Marsh, D.– Stoker, G. (ed.): Theory and methods in political science. Basingstoke: Palgrave Macmillan, 2010. John, P.: Analyzing public policy. New York – London: Routledge, 2012.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Atchison, A. I.(Editor) Political Science is for Everybody: an Introduction to Political Science, Toronto: University of Toronto Press, 2021. Dooley, K: Why Politics Matters: An Introduction to Political Science. Cengage Learning, 2014.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is knowledgeable about generally accepted trends, characteristics, and data related to Hungarian and universal political, economic, and cultural phenomena. Interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Is aware of current research issues and methods of analysis and interpretation in the social sciences.</p> <p>b, ability Able to independently acquire and systematize knowledge in historical, social, economic, legal, and political issues. Able to navigate professional literature in at least two foreign languages, with particular regard to specialist terminology. Able to independently prepare written analyses and present completed tasks to a professional audience, both verbally and in writing.</p> <p>c, attitude Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change. Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity. Has a desire to embrace European national cultures and learn about cultures outside Europe. Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> | |

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| | <p>d, autonomy and responsibility</p> <p>Takes responsibility for professional texts written in their native language and foreign languages, and is aware of the possible consequences of these.</p> <p>Consciously represents the methods used in their field of expertise and accepts the different methodological characteristics of other disciplines.</p> |
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| Subject name: | Information Society | |
| Responsible person: | Andrea Osváth, PhD | |
| Subject teacher: | Andrea Osváth, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to provide a clear presentation of both the practical and theoretical issues of the information society. Learning about the social structure based on the use of information technologies and reviewing traditional and information society relationships helps students navigate a world driven by the technological tools preferred in the modern age. | |
| Theoretical knowledge to be acquired: | During the course, we will also draw on social theory, social philosophy, and the philosophy of science and technology in order to characterize social transformations from multiple perspectives. | |
| Practical knowledge to be acquired: | During the exercises, we place great emphasis on practical modeling of the challenges posed by the information society through project work and group work. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Feather, J. P: The Information Society. Cambridge: Cambridge University Press, 2018. Mattelart, A.: The Information Society. Paris: University of Paris, 2003. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Bell, D.: The Coming of Post-Industrial Society. New York: Basic Books, 1976. Blom,R.- Karvonen, E. - Melin,H. - Nordenstreng,K- Puoskari E. – Webster F. – Webster, F.: The Information Society Reader. London: Routledge. 2004. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 8 | Number of hours of practical lessons: 20 |
| Teaching methods used: | group work, work in pairs, project work | |
| Assessment method: | 2 essays | |
| Assessment criteria: | assessment based on the two essays and classwork | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is familiar with current research issues in social sciences, as well as methods of analysis and interpretation. Knows the forms, tools, and techniques of international communication. (Additional knowledge elements: - Theoretical and empirical knowledge. Knows the basic technical terms of the field, all the important elements of its conceptual framework, and understands the connections between them.)</p> <p>b, ability Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to work on a project basis, possesses the ability to cooperate based on division of labor, and recognizes individual contributions to shared success. (Additional skills: - Analysis, evaluation, cooperation, communication.)</p> <p>c, attitude Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change. Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity. Considers the possibility of a multifaceted methodological approach to problems. Develops a demanding approach to the critical analysis and processing of information.</p> | |

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| | <p>Is open to all forms of professional innovation, receptive and at the same time critical of theoretical, practical, and methodological innovations.</p> <p>d, autonomy and responsibility</p> <p>Applies knowledge acquired in their field to self-education and self-awareness.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> <p>Is familiar with the ethical standards and rules of their field and is able to comply with them in the performance of professional tasks, human relations, and communication.</p> |
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| Subject name: | The Economic Foundations of Social Sciences | |
| Responsible person: | Virág Havasi, PhD | |
| Subject teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | During the course, we strive to lay the foundations of economic literacy for students by introducing them to the most important micro- and macroeconomic concepts, phenomena, and relationships in international economics. | |
| Theoretical knowledge to be acquired: | Students learn to apply their theoretical knowledge to examples from specific countries. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Mazzucato, M.: The Entrepreneurial State. New York, Public Affairs, 2014. Blink, J. – Dorton, I: Oxford IB Diploma Programme: IB Economics Course Book. Oxford: Oxford University Press. 2020. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Marshall, A.:Principles of Economics. Palgrave Macmillan,2013. Principles of Economics. Gobal Edition, 2019. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | written exam | |
| Assessment criteria: | successful acquisition of the signature and completion of the written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is well-informed about generally accepted trends, characteristics, and data relating to Hungarian and universal political and cultural phenomena (in relation to economics). Interprets international, European, and regional political and legal knowledge and events generally related to their field of expertise in context. Knows the basic technical terms and all the important elements of the terminology of the various areas of the field, and understands the connections between them.</p> <p>b, ability Able to independently acquire and organize knowledge on historical, social, economic, legal, and political issues. Able to independently acquire and organize knowledge on economic issues. - Able to work on a project basis, possesses the ability to cooperate based on division of labor, and recognizes individual contributions to joint success. Able to independently prepare written analyses and present completed tasks to a professional audience, both verbally and in writing. Able and suitable for performing tasks related to promoting international cooperation in small and medium-sized enterprises, as well as performing tasks arising from international cooperation in the multinational and large enterprise sector. Able to perform tasks related to the planning and implementation of EU-supported projects.</p> <p>c, attitudes Has a desire to embrace European national cultures and learn about cultures outside Europe. Considers the possibility of a multifaceted methodological approach to problems. Develops a demand for critical analysis and processing of information.</p> | |

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| | <p>to all forms of professional innovation, receptive to and at the same time critical of theoretical, practical and methodological innovations. Strives to develop a sense of professional vocation and self-education.</p> <p>d, autonomy and responsibility</p> <p>Applies the knowledge acquired in their field to self-education and self-awareness.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> <p>Performs complex tasks in accordance with the professional expectations of the given workplace.</p> |
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| Subject name: | The Legal Foundations of Social Sciences | |
| Responsible person: | Virág Havasi, PhD | |
| Subject teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with the basic concepts of law, to present the structure and basic categories of the Hungarian legal system, as well as the fundamental characteristics of the legal systems of other cultures and their connections with culture (Anglo-Saxon, continental, Islamic, Far Eastern, African). | |
| Theoretical knowledge to be acquired: | Students will become familiar with the basic institutions of international law. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Hage, J. - Waltermann, A. – Akkermans, B: Introduction to Law. Springer International Publishing AG, 2017 Yeung, K. – Ranchordas, S.: An Introduction to Law and Regulation, Cambridge: Cambridge University Press, 2024. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Honore, T.: About Law: An Introduction. Oxford: Oxford University Press, 1996. Lowe, V.: International Law: A Very Short Introduction. Oxford: Oxford University Press, 2015. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | written exam | |
| Assessment criteria: | successful acquisition of the signature and completion of the written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a. knowledge Is well-informed about generally accepted trends, characteristics, and data relating to Hungarian and universal political and cultural phenomena (with regard to the legal system). Interprets international, European, and regional political and legal knowledge and events generally related to their field of expertise in context. Knows the basic technical terms and all the important elements of the terminology of the various areas of the field, and understands the connections between them.</p> <p>b. ability Able to independently acquire and organize knowledge on historical, social, economic, legal, and political issues. Able to independently acquire and organize knowledge on legal issues. - Able to work on a project basis, possesses the ability to cooperate based on division of labor, recognizes individual contributions to joint success. Able to independently prepare written analyses and present completed tasks to a professional audience, both verbally and in writing. Able and suitable for performing tasks related to promoting international cooperation in small and medium-sized enterprises, as well as performing tasks arising from international cooperation in the multinational and large enterprise sector. Able to perform tasks related to the planning and implementation of EU-supported projects. c. attitudes Has a desire to embrace European national cultures and learn about cultures outside Europe. Considers the possibility of a multifaceted methodological approach to problems. Develops a demand for critical analysis and processing of information.</p> | |

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| | <p>to all forms of professional innovation, receptive to and at the same time critical of theoretical, practical and methodological innovations. Strives to develop a sense of professional vocation and self-education.</p> <p>c, attitudes</p> <p>Has a desire to embrace European national cultures and learn about cultures outside Europe.</p> <p>Strives to develop a professional sense of vocation and engage in self-education.</p> <p>d, autonomy and responsibility</p> <p>Applies the knowledge acquired in their field to self-education and self-awareness.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> <p>Performs complex tasks in accordance with the professional expectations of the workplace.</p> |
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| Subject name: | Social History | |
| Responsible person: | Árpád Tóth, PhD | |
| Subject teacher: | Árpád Tóth, PhD | |
| Brief description of the aim of the subject: | The course helps students gain a historical perspective for understanding the fundamental social characteristics of contemporary Hungary. Its aim is to familiarize students with the 20th-century approach to interpreting the past, which shifted the focus away from the functioning of the state and political events. | |
| Theoretical knowledge to be acquired: | During the classes, we will review the most important trends in the historiography of social history writing and discuss the most important representatives of these trends. In the last third of the course, we will examine the key chapters of the social history synthesis of modern Hungary. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Burke, P.: History and Social Theory. Ithaca, Cornell U.P., 1993 Burn, A.:Playing the Archive. From the Opies to the Digital Playground. Chicago: The University of Chicago Press. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Burke, P.:Social History of Knowledge - From Gutenberg to Diderot. Polity Press, 2000. Susman, W. I.: Culture as History. The Transformation of American Society in The Twentieth Century. New York: Pantheon Books, 1985. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | written exam | |
| Assessment criteria: | successful acquisition of the signature and completion of the written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is well-informed about generally accepted trends, characteristics, and data relating to Hungarian and global political, economic, and cultural phenomena. Interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Knows the basic technical terms and all the important elements of the terminology of the various areas of the field, and understands the connections between them. (Additional knowledge: - Knows the main concepts of the border areas of history and the social sciences. - Knows the most important authors and works in social history writing.)</p> <p>b, skills Able to independently acquire and organize knowledge in historical, social, economic, legal, and political issues. Able to navigate specialist literature in at least two foreign languages, with particular regard to specialist terminology. Able to work on a project basis, possesses the ability to cooperate based on division of labor, recognizes individual contributions to joint success. Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitudes Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change.</p> | |

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| | <p>Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity.</p> <p>Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> <p>Strives to develop a professional sense of vocation and self-education.</p> <p>d, autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages and is aware of their possible consequences.</p> <p>Consciously represents the methods used in their field of expertise and accepts the different methodological characteristics of other disciplines.</p> <p>Is independent, constructive, and assertive in forms of cooperation within and outside the institution.</p> <p>Continuously develops their text composition skills in relation to their tasks.</p> |
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| Subject name: | History of Political Systems in Hungary | |
| Responsible person: | Csaba Fazekas, PhD | |
| Subject teacher: | Csaba Fazekas, PhD | |
| Brief description of the aim of the subject: | The theoretical aim of the course is to familiarize students with the complex phenomenon of political systems and their elements (political institutions, decision-making, party systems, parliamentarianism, civil liberties, the press, etc.), and to provide a detailed overview of the history of political institutions in Hungary from the establishment of the dualist system to the regime change of 1989–1990. | |
| Theoretical knowledge to be acquired: | During the semester, we will analyze in detail the structure of the Hungarian state in each period, the functioning of the institutions that shaped political life, political issues, and the formation and activities of the parties and movements that took a stand on these issues. In addition, the functioning of the main branches of power, their relationship to each other, the characteristics of political actors (elite, parties, elections, the public, etc.), and the political debates and conflicts characteristic of the given period are of paramount importance. Also noteworthy are the analysis of major turning points in political history (1918, 1919, 1920, 1944, 1945, 1949, 1956) and the anatomy of political regime changes. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Romsics I.: Magyarország története a XX. században. Budapest: Osiris, 2005. The Austro-Hungarian Dual Monarchy (1867-1918). Ed.: Gáspár, Zsuzsa – Gerő, András. London – Cape Town – Sydney, New Holland, 2008. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Mezey B. (szerk.): Magyar alkotmánytörténet. Budapest: Osiris, 2001. Hoensch, Jörg K. – Traynor, Kim. A History of Modern Hungary, 1867–1994. London, Longman, 1996. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 28 | Number of hours of practical lessons: 0 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | oral exam | |
| Assessment criteria: | successful acquisition of the signature and completion of the oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Well-informed about generally accepted trends, characteristics, and data relating to Hungarian and universal political, economic, and cultural phenomena. Interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>b, skills Able to independently acquire and organize knowledge on historical, social, economic, legal, and political issues. Able to navigate professional literature in at least two foreign languages, with particular regard to specialized terminology. Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice.</p> <p>c, attitudes Represents the religious and social, historical and contemporary diversity of Hungarian and European identity. Considers the possibility of a multifaceted methodological approach to problems. Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> <p>d, Autonomy and responsibility</p> | |

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| | <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Applies the knowledge acquired in their field of expertise to their self-education and self-awareness.</p> |
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| Subject name: | Informatics | |
| Responsible person: | Attila Papp, Z. PhD | |
| Subject teacher: | Attila Papp, Z. PhD | |
| Brief description of the aim of the subject: | The aim of the course is to provide students with deeper knowledge and practical experience in the field of survey-type database processing using the SPSS program. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | They learn about the process of creating variables suitable for data analysis and complex variables from raw variables, as well as the possibilities of statistical analysis of variables at different measurement levels, from descriptive statistics to multivariate analyses. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Barabási, A-L: Linked :How Everything Is Connected to Everything Else and What It Means for Business, Science, and Everyday Life. Basic Books, 2014. Castells, M.:The Rise of the Network Society. 2009. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Castells, M.:The Internet Galaxy: Reflections on the Internet, Business, and Society. Oxford: Oxford University Press, 2001. Békés, G. – Kézdi, G: Data Analysis for Business, Economics, and Policy, Cambridge: Cambridge University Press, 2021. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | Accurate completion of all tasks assigned during the year. Preparation of own analysis plan. | |
| Assessment criteria: | Accurate completion of all assignments issued during the year. Preparation of own analysis plan Assessment: Class attendance (maximum 2 hours of absence accepted); Exam, during which students are given 5 questions related to a specific database/questionnaire, which they must solve on the spot using the SPSS program; It is sufficient if they convincingly answer at least 2 of the given questions! | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is familiar with current research issues in social sciences, as well as methods of analysis and interpretation. (Additional knowledge: - The student expands their knowledge of the information society and the potential of big data.)</p> <p>b, skills Able to navigate professional literature in at least two foreign languages, with particular regard to specialist terminology. Able to work on a project basis, possesses the ability to cooperate based on division of labor, recognizes individual contributions to joint success. Able and suitable for performing tasks related to promoting international cooperation in small and medium-sized enterprises, as well as performing tasks arising from international cooperation in the multinational and large enterprise sector. (Additional skills: - They will be able to use the online world for professional purposes and learn how to create online questionnaires. - They will also be able to work in online teams.)</p> <p>c, attitudes Develops a critical approach to analyzing and processing information. Is open to all forms of professional innovation, receptive to and critical of theoretical, practical, and methodological innovations.</p> <p>d, autonomy and responsibility</p> | |

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| | <p>Applies the knowledge acquired in their field to self-education and self-awareness.</p> <p>Consciously represents the methods used in their field and accepts the different methodological characteristics of other disciplines.</p> <p>Independent, constructive, and assertive in forms of cooperation within and outside the institution.</p> |
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| Subject name: | Research Methods | |
| Responsible person: | Kinga Szabó-Tóth, PhD | |
| Subject teacher: | Kinga Szabó-Tóth, PhD | |
| Brief description of the aim of the subject: | This course introduces the general logic of social science research and research design. During the semester, students will learn about the basic concepts of social science research, the steps involved in research design, and the theories that shape research. | |
| Theoretical knowledge to be acquired: | During the semester, we will seek answers to the following questions: Why and how does a social scientist conduct research? What are the conceptual foundations of research? How does operationalization take place? What sampling methods can be used to conduct research? What are the methods of data collection and data generation? What are the basic (primarily one- and two-variable) analytical procedures? | |
| Practical knowledge to be acquired: | The knowledge acquired during the course helps students to successfully master more complex and sophisticated analytical procedures and concepts, which are presented in other methodology classes. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Bryman, A.:Social Research Methods. Oxford: Oxford University Press, 2001. Morin, J. F. – Olson, C. – Atikcan, E. Ö.:Research Methods in the Social Sciences: An A-Z of key concepts. Oxford: Oxford University Press, 2021. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Dawson, C.: Introduction to Research Methods 5th Edition, Little, 2019. Lune, H. – Berg, B. L.: Qualitative Research Methods for the Social Sciences. PEARSON Education Limited, 2017. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Assessment: Class attendance (maximum 2 hours of absence accepted); Exam, during which students are given 5 questions related to a specific database/questionnaire, which they must solve on the spot using the SPSS program; It is sufficient if they convincingly answer at least 2 of the given questions! | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Is familiar with current research issues in social sciences, as well as methods of analysis and interpretation. Knows the basic terminology of the field, all important concepts, and understands the connections between them. (Additional knowledge elements: - Recognition of cause-and-effect relationships. - Analytical skills. - Exploration of connections. - Analysis of relationships between variables. - Making social phenomena researchable.)</p> <p>b, skills Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to work on a project basis, possesses the ability to cooperate based on division of labor, recognizes individual contributions to joint success. Able to independently prepare written analyses and present completed tasks to a professional audience, both verbally and in writing. (Additional skills: - Analytical skills. - Ability to think systematically.)</p> <p>c, attitudes</p> | |

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| | <p>Strives to continuously develop knowledge of political science, law, social sciences, international economics, and history.</p> <p>Develops a critical approach to the analysis and processing of information.</p> <p>Strives to develop a professional sense of vocation and self-education.</p> <p>d, autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Applies the knowledge acquired in their field to self-education and self-awareness.</p> <p>Cooperates effectively with domestic and international professional and scientific communities related to their field of expertise.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> <p>Performs complex tasks in accordance with the professional expectations of the given workplace.</p> <p>Continuously develops their writing skills in relation to their tasks.</p> |
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| Subject name: | Social Statistics | |
| Responsible person: | Attila Papp, Z. PhD | |
| Subject teacher: | Attila Papp, Z. PhD | |
| Brief description of the aim of the subject: | The course focuses primarily on learning and using secondary analysis of statistical data. During the exercises, we will review various organizations specializing in statistical data reporting, with a particular focus on data from the Hungarian Central Statistical Office (KSH). | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | During the exercises, we perform statistical analyses using SPSS on available EU, KSH, and other databases (e.g., European Social Survey, IPUMS), and we also perform data mining by statistical area using the EU and KSH websites. We place particular emphasis on data presentation and the creation of Excel charts and calculations. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Bryman, A.:Social Research Methods. Oxford: Oxford University Press, 2001. Morin, J. F. – Olson, C. – Atikcan, E. Ö.:Research Methods in the Social Sciences: An A-Z of key concepts. Oxford: Oxford University Press, 2021. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Dawson, C.: Introduction to Research Methods 5th Edition, Little, 2019. Hauser, P. M.: Social Statistics in Use. New York, Russel Sage., 1975. Horn, R. V.: Statistical Indicators for the Economic and Social Sciences. Cambridge, Cambridge University Press, 1993. Lune, H. – Berg, B. L.: Qualitative Research Methods for the Social Sciences. PEARSON Education Limited, 2017. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Oral and written exam, prerequisite is the completion of mid-term assignments. | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students are familiar with current research issues in social sciences, as well as methods of analysis and interpretation. (Additional knowledge elements: - Students gain a comprehensive understanding of the basic facts, directions, and limitations of social statistics, and learn about the most important related contexts, theories, databases, and the conceptual system that underpins them.)</p> <p>b, skills Students will be able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. (Additional skills: - Students will be able to perform statistical analysis of social subsystems and to formulate and evaluate relationships in a synthetic manner.)</p> <p>c, attitudes Strives to continuously develop knowledge of political science, law, social sciences, international economics, and history. Develops a demanding approach to the critical analysis and processing of information. - Strives to develop a professional sense of vocation and self-education.</p> <p>d, autonomy and responsibility Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences. Applies the knowledge acquired in their field to self-education and self-awareness.</p> | |

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| | Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession. |
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| Subject name: | Qualitative Social Research Methods | |
| Responsible person: | Kinga Dóra Tóth, PhD | |
| Subject teacher: | Kinga Dóra Tóth, PhD | |
| Brief description of the aim of the subject: | The course fits into the series of methodological courses and focuses specifically on qualitative research methods. The course discusses the characteristics of qualitative research, its underlying theories, data generation techniques, the possibilities of examining and analyzing the "data" obtained in the course of qualitative research and the methods of writing qualitative studies. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | <p>Students will become familiar with the definition of qualitative research and the problems of drawing a line between qualitative and quantitative research. We discuss the underlying theories of qualitative research: the interpretivist philosophical tradition, grounded theory, and the methodological legacy of ethnomethodology and symbolic interactionism. Qualitative research design will be discussed, including data generation and the problem of "intellectual puzzles." Various qualitative data generation methods will be presented, including interviewing, field research, observation, and case studies. We will discuss the various possibilities for analyzing and interpreting visual data.</p> <p>We will take a detailed look at the various ways of grouping interviews and the types that can be developed along these lines, such as oral history interviews, focus group interviews, and narrative interviews.</p> <p>We review the various sampling methods that can be used in qualitative research. We deal with the grouping, arrangement, and preparation for analysis of qualitative data. Finally, we discuss the techniques of writing a study based on qualitative research.</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Bryman, A.: Social Research Methods. Oxford: Oxford University Press, 2001.</p> <p>Morin, J. F. – Olson, C. – Atikcan, E. Ö.: Research Methods in the Social Sciences: An A-Z of key concepts. Oxford: Oxford University Press, 2021.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Dawson, C.: Introduction to Research Methods 5th Edition, Little, 2019.</p> <p>Lune, H. – Berg, B. L.: Qualitative Research Methods for the Social Sciences. PEARSON Education Limited, 2017.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work, work in pairs | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Oral and written exam, prerequisite is the completion of mid-term assignments. | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students are familiar with current research issues in social sciences, as well as methods of analysis and interpretation. (Additional knowledge elements: - Students gain a comprehensive understanding of the basic facts, directions, and limitations of social statistics, and learn about the most important related contexts, theories, databases, and the conceptual system that underpins them.)</p> <p>b, skills Students will be able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice.</p> | |

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| | <p>(Additional skills: - Students will be able to perform statistical analysis of social subsystems and to formulate and evaluate relationships in a synthetic manner.</p> <p>c, attitudes</p> <p>Strives to continuously develop knowledge of political science, law, social sciences, international economics, and history.</p> <p>Develops a demanding approach to the critical analysis and processing of information.</p> <p>- Strives to develop a professional sense of vocation and self-education.</p> <p>d, autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Applies the knowledge acquired in their field to self-education and self-awareness.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> |
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| Subject name: | Social Research Methods I. | |
| Responsible person: | Attila Papp, Z., PhD | |
| Subject teacher: | Attila Papp, Z., PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with the use of computers in social research. During the course, students will learn the basic concepts of the information society. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | First and foremost, they will learn how to take advantage of the opportunities offered by computers and the Internet in high-quality social science work, as well as the risks associated with these technological possibilities. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Bryman, A.:Social Research Methods. Oxford: Oxford University Press, 2001.</p> <p>Morin, J. F. – Olson, C. – Atikcan, E. Ö.:Research Methods in the Social Sciences: An A-Z of key concepts. Oxford: Oxford University Press, 2021.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Dawson, C.: Introduction to Research Methods 5th Edition, Little, 2019.</p> <p>Lune, H. – Berg, B. L.: Qualitative Research Methods for the Social Sciences. PEARSON Education Limited, 2017.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work, work in pairs | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Oral and written exam, prerequisite is the completion of mid-term assignments. | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students are familiar with current research issues in social sciences, as well as methods of analysis and interpretation. (Additional knowledge elements: - Students gain a comprehensive understanding of the basic facts, directions, and limitations of social statistics, and learn about the most important related contexts, theories, databases, and the conceptual system that underpins them.)</p> <p>b, skills Students will be able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. (Additional skills: - Students will be able to perform statistical analysis of social subsystems and to formulate and evaluate relationships in a synthetic manner.)</p> <p>c, attitudes Strives to continuously develop knowledge of political science, law, social sciences, international economics, and history. Develops a demanding approach to the critical analysis and processing of information. - Strives to develop a professional sense of vocation and self-education.</p> <p>d, autonomy and responsibility Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences. Applies the knowledge acquired in their field to self-education and self-awareness. Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> | |

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| Course name: | Qualitative and Quantitative Methods of Political Discourse Analysis | |
| Responsible person: | Ervin Csizmadia PhD | |
| Course teacher: | Ervin Csizmadia PhD | |
| Brief description of the aim of the subject: | The course introduces a little-known trend in political science, discourse analysis. In Hungary, the trend is primarily characterized by the work of Márton Szabó, and therefore the study is based primarily on his work. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | <p>Obviously, the very notion of Political Discourse Analysis (henceforth PDA), is ambiguous. Its most common interpretation is that PDA focuses on the analysis of 'political discourse', although we then still need to determine which discourse is political and which is not. On the other hand, there is also a more critical reading of the label, viz., as a political approach to discourse and discourse analysis, e.g., in the way understood in contemporary Critical Discourse Analysis (CDA).</p> <p>Having localized political discourse analysis in the broader critical approach to discourse, the main aim of this course is to spell out what we mean by political discourse and how it can be studied most interestingly, that is, critically. One major point in our argument is that such an analysis should not merely be a contribution to discourse studies, but also to political science and the social sciences more generally. This means, among other things, that PDA should be able to answer genuine and relevant political questions and deal with issues that are discussed in political science.</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Konke, D.: <i>Political Networks. The Structural Perspective</i>, Cambridge: Cambridge University Press, 1990.</p> <p><i>Special Issue on Political Networks</i>, eds. S.D. McClurg – D.M.J. Lazer, <i>Social Networks</i>, 36/2014.</p> <p>Edelman, Murray: <i>Politics as Symbolic Action</i>. Chicago, Markham Publishing, 1971.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Thompson, K. W., ed. 1987b. Discourse on policy-making: American foreign policy. Washington, DC: University Press of America</p> <p>Thompson, K. W. 1987a. Moral and political discourse: theory and practice in international relations. Washington, DC: University Press of America</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 8 | Number of hours of practical lessons: 20 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>Student is familiar with the functioning, powers, and policies of the European Union's institutional system.</p> <p>Is aware of current research questions, analysis and interpretation methods in social science.</p> <p>Knows the basic technical terms of certain areas of the major, all important elements of its concept set, understands the connections</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental</p> | |

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| | <p>organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude</p> <p>Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility</p> <p>Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> |
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| Subject name: | English Terminology I-II. | |
| Responsible person: | László Kürti, PhD | |
| Subject teacher: | Júlia Lakatos, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to enable students to independently process English-language social science texts. The seminars focus on the analysis and translation of 20th-century English-language texts that do not belong to the analytical tradition and, for this reason, perhaps receive less attention in social science discourse, but are nonetheless significant contemporary works. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | During the seminar, students read various English-language social science texts (political science, sociology, anthropology) (newspapers, reports, studies, reviews, etc.). They prepare oral reports and short synopses in English on these texts.. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Texts given by the tutor. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Texts given by the tutor. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Students prepare oral reports and short synopses in English on these texts. | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Well-informed about generally accepted trends, characteristics, and data relating to Hungarian and universal political and cultural phenomena. Interprets international, European, and regional political and legal knowledge and events generally related to their field of expertise in context.</p> <p>b, skills Able to navigate professional literature in at least two foreign languages, with particular regard to specialist terminology. Able to navigate international contexts, follow, understand and process processes and changes, share them effectively and efficiently, and apply them in practice. Able and suitable to perform tasks related to promoting international cooperation in small and medium-sized enterprises, as well as tasks arising from international cooperation in the multinational and large enterprise sector. Familiarity with, use of, and critical evaluation of the specified literature. During the course, the importance of analysis and the exploration of connections. Able to perform tasks related to the planning and implementation of EU-supported projects.c, attitudes Strives to continuously develop knowledge of political science, law, social sciences, international economics, and history. Develops a demanding approach to the critical analysis and processing of information.</p> | |

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| | <p>Strives to develop a professional sense of vocation and self-education.</p> <p>c, attitudes</p> <p>Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change.</p> <p>Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity.</p> <p>Strives to develop professional awareness and self-education.</p> <p>d, autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, is aware of their possible consequences.</p> <p>Answers professional questions and solves problems independently or in cooperation with others, taking individual responsibility and complying with the ethical standards of the profession.</p> <p>Knows the ethical standards and rules of their field and is able to comply with them in the performance of professional tasks, in human relations, and in communication.</p> |
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| Course name: | Main Schools and Theories of International Political Theory | |
| Responsible person: | Sándor Fekete, PhD | |
| Course teacher: | Sándor Fekete, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with important topics in contemporary political theory and to enable them to navigate through different ideological and scientific forms of argumentation. | |
| Theoretical knowledge to be acquired: | The subjects of the classes are those international political theory debates whose representatives formulated new interpretations of political theory following and preceding the philosophical turn in language of the 20th century. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Devetak, Richard – True, Jacqui (eds.): Theories of International Relations. London, Bloomsbury, 2022 (6 th edition). Oakeshott, Michael: Rationalism in Politics and Other Essays. Indianapolis, Liberty Fund, 1991. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Schmitt, Carl: Verfassungslehre. Berlin, Duncker & Humblot, 2003. Kymlicka, Will: Contemporary political philosophy. Oxford, Oxford University Press, 2002. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam a, knowledge Students will be aware of the most important research questions and methods of analysis and interpretation of their discipline. b, ability Students will be able to navigate international correlations and understand and process the changes within them according to mainstream theories. c, attitude Students shall understand and accept the fact that economic, political and cultural phenomena are historically and socially determined. d, autonomy and responsibility Students shall apply the relevant knowledge gained in their own self-cultivation. | |

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| Course name: | Comparative Political Science | |
| Responsible person: | Sándor Fekete, PhD | |
| Course teacher: | Sándor Fekete, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to discuss the purpose, method and theoretical framework of comparison as well as to learn about the different types and characteristics of contemporary political regimes. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | The subject of the classes is the method of dealing with political systems as a whole as well as their components and the way they function. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Almond, Gabriel A. – Powell, G. Bingham – Dalton, Russell J. – Strom, Kaare: Comparative Politics Today: A World View. London, Pearson, 2003 (8 th edition). Krieger, Joel – Joseph, William A. – Kesselman, Mark: Introduction to comparative politics. Wadsworth Publishing, 2015. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | McCormick, John – Hague, Rod – Harrop, Martin: Comparative Government and Politics. An Introduction. Palgrave, 2016. Lijphart, Arend: Comparative Politics and the Comparative Method. American Political Science Review 65/3. September 1971. pp. 682–693. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the most important methods of analysis and interpretation of political science.</p> <p>b, ability Students will be able to acquire and systemize knowledge with political scientific methods in historical, social, economic, legal and political issues.</p> <p>c, attitude Students shall confidently prepare analyses and present their findings to professional audiences.</p> <p>d, autonomy and responsibility Students shall perform complex tasks in accordance with professional expectations.</p> | |

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| Course name: | Introduction to International Relations | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to introduce students to the development and nature of their discipline as well as to the specificities of related sciences. | |
| Theoretical knowledge to be acquired: | The subjects of the classes will encompass a historical overview of international relations as well as a discussion of the security aspect and the exploration of the characteristics of terrorism. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Lawson, Stephanie: International relations. Polity Press, 2017. Baylis, John – Smith, Steve – Owens, Patricia (eds.): The Globalization of World Politics. Oxford, Oxford University Press, 2020 (8 th edition). | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Wilkinson, Paul: International Relations. A Very Short Introduction. Oxford, Oxford University Press, 2007. Dunne, Tim – Kurki, Milja – Smith, Steve: International Relations Theories. Discipline and Diversity. Oxford, Oxford University Press, 2013 (3 rd edition). | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the most important technical terms and schools of thought of their scientific discipline.</p> <p>b, ability Students will be able to interpret the phenomena of international relations from the viewpoint of social sciences.</p> <p>c, attitude Students shall be open to learn about cultures and societies that are different from their own.</p> <p>d, autonomy and responsibility Students shall consciously represent their own field as well as recognise the differences separating international relations from other social sciences.</p> | |

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| Course name: | Introduction to International Relations | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to expand the theory-heavy lectures in a practical way. | |
| Theoretical knowledge to be acquired: | The subjects of the classes will be to discuss and interpret the knowledge gained in the course's theoretical counterpart through group tasks and debates. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Lawson, Stephanie: International relations. Polity Press, 2017. Baylis, John – Smith, Steve – Owens, Patricia (eds.): The Globalization of World Politics. Oxford, Oxford University Press, 2020 (8 th edition). | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Kissinger – Henry: Diplomacy. New York, Simon & Schuster, 1994. Wilkinson, Paul: International Relations. A Very Short Introduction. Oxford, Oxford University Press, 2007. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the most important technical terms and schools of thought of their scientific discipline.</p> <p>b, ability Students will be able to interpret the phenomena of international relations from the viewpoint of social sciences.</p> <p>c, attitude Students shall be open to learn about cultures and societies that are different from their own.</p> <p>d, autonomy and responsibility Students shall consciously represent their own field as well as recognise the differences separating international relations from other social sciences.</p> | |

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| Course name: | International Organizations | |
| Responsible person: | Júlia Lakatos, PhD | |
| Course teacher: | Júlia Lakatos, PhD | |
| Brief description of the aim of the subject: | International organizations represent one of the most effective forms of international relationships. During their short history among the institutions of international law, they have acquired such significance that their examination deserves special attention. | |
| Theoretical knowledge to be acquired: | Students will get to know the legal status and general organizational and operational knowledge related to international organizations and delve deeper into the study of certain specific organizations such as the UN, the Council of Europe, the Organization of American States, the OSCE, NATO, the African Union, and the <i>sui generis</i> European Union. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Evans, Malcolm: International Law. Oxford, Oxford University Press, 2010. Shaw, Malcolm N.: International Law. Cambridge, Cambridge University Press, 2008. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Klabbers, Jan – Ulfstein, Geir – Peters, Anne: The Constitutionalization of International Law. Oxford, Oxford University Press, 2009. Higgins, Rosalyn: Problems and Process: International Law and How We Use It. Calendron, 1995. Cançado Trindade, Antonio Augusto: International Law for Humankind. Martinus Nijhoff, 2013. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the forms, tools and techniques of international relations.</p> <p>b, ability Students will be able to carry out the tasks required to make an organizational structure function, that is, to apply their knowledge of international organizations in practice.</p> <p>c, attitude Students shall strive to improve their knowledge on topics of political science, law, social science, international economics and history.</p> <p>d, autonomy and responsibility Students shall efficiently cooperate with their scientific environment in possession of essential disciplinary foundations.</p> | |

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| Course name: | Fundamentals of International Law | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | During the course, students receive an introduction to international law, becoming familiar with its basic institutions and acquiring theoretical and practical knowledge in this subject area. | |
| Theoretical knowledge to be acquired: | The course will cover, among other things, the sources of international law, the state, individuals in international law, international responsibility, and international dispute settlement. The course will cover current international legal issues from migration to piracy, enabling students to navigate the world of international law. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Evans, Malcolm: International Law. Oxford, Oxford University Press, 2010. Shaw, Malcolm N.: International Law. Cambridge, Cambridge University Press, 2008. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Klabbers, Jan – Ulfstein, Geir – Peters, Anne: The Constitutionalization of International Law. Oxford, Oxford University Press, 2009. Higgins, Rosalyn: Problems and Process: International Law and How We Use It. Calendron, 1995. Cançado Trindade, Antonio Augusto: International Law for Humankind. Martinus Nijhoff, 2013. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the institutional framework of international relations, its functions, powers and policies.</p> <p>b, ability Students will be able to navigate international contexts by understanding the rules that shape them.</p> <p>c, attitude Students shall be open to understanding the rules of international relations and the events and processes that led to their specificities.</p> <p>d, autonomy and responsibility Students shall respect the framework of international relations and strive to always better understand it.</p> | |

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| Course name: | The Legal System of the European Union | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to introduce students to the rather complex institutional structure of the European Union. | |
| Theoretical knowledge to be acquired: | The course will introduce the structure of the various institutions and bodies of the EU, discussing their working procedures and their place in decision-making. Students will get a comprehensive picture of the process and form of governance of legal harmonisation. Special attention will be paid to the case law of the Court of Justice of the European Union, which plays a key role in legal harmonisation. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Chalmers, Damiens – Davies, Gareth – Monti, Giorgio: European Union Law. Text and Materials. Cambridge, Cambridge University Press, 2014. (3 rd ed.) Peers, Steve – Barnard, Catherine: European Union Law. Oxford, Oxford University Press, 2023. (4 th ed.) | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Craig, Paul – Búrca, Gráinne de: EU Law. Text, Cases and Materials. Oxford, Oxford University Press, 2016. (6 th ed.) Cini, Michelle – Pérez-Solórzano Borragán, Nieves: European Union Politics. Oxford, Oxford University Press, 2022. (7 th ed.) | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam a, knowledge Students will be aware of the functioning, powers and policies of the European Union's different institutions. b, ability Students will be able to perform tasks related to EU-funded projects in knowledge of the bloc's inner functioning. c, attitude Students shall represent European values and promote the cooperation between European nations. d, autonomy and responsibility Students shall navigate the legal framework of the European Union comfortably. | |

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| Course name: | International Economics | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with world economic theories, trends and processes. Presentation of international trade, international division of labour, the financial system, and the balance mechanisms of the international economy. Interpretation of the established world economic order, exploration of the world economy and its development opportunities in the third millennium. | |
| Theoretical knowledge to be acquired: | The concept of the world economy, its place in the world order. The history of its development and its main theoretical trends. International capital, credit and money movements, the international financial system. The role of international trade. World economy in the 3 rd millennium, global problems, inequalities and interdependencies. International migration, international labour flow. The concept of globalization and its characteristics. World economic action centres, the significance of the TRIAD in the world economy. The role of the BRICS countries in the world economy. The role of the Third World and transition economies in the world economy. Transnational corporations in international competition. Competitiveness of national economies. Sustainable development, the role of renewable energy sources. International organizations and institutions in the 3 rd millennium. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Krugman, Paul R. – Obstfeld, Maurice – Melitz, Marc J.: International Economics. Theory & Policy. Boston, Pearson, 2012 (9 th edition). Balaam, David N. – Dillman, Bradford: Introduction to International Political Economy. Boston, Pearson, 2011 (5 th edition). | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Maddison, A.: The World Economy. A Millennial Perspective. OECD, 2001. UNCTAD: World Investment Report 2018. New York–Geneva, United Nations Publication, 2018. World Economic Forum. The Global Competitiveness Report, 2018. Geneva, 2018. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the forms, tools and techniques of international economics.</p> <p>b, ability Students will be able to analyse complex relation systems with the added perspective of an economic outlook.</p> <p>c, attitude Students shall strive to understand the processes and relationships shaping the world economy.</p> <p>d, autonomy and responsibility Students shall recognize the need for an economic viewpoint to be applied to international relations.</p> | |

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| Course name: | Regional Economics | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Helga Mihályi | |
| Brief description of the aim of the subject: | The aim of the course is to expand students' knowledge in the field of regional economic processes. During the lectures, students will become familiar with the most important concepts related to regional growth and development, and with the models explaining regional economic differences. | |
| Theoretical knowledge to be acquired: | Introduction of the concept and purpose of regions and regional economics. Introduction to the latter's areas of study and the development of location theories. Models for minimizing transport costs, learning the location selection criteria of market-oriented investors. Examining the role and significance of regional clusters. Introduction to the concept of regional competitiveness and mapping its factors. Introduction to regional growth models, regional convergence and divergence, and the concept and factors of regional development. Introduction to the theories and measurement options of regional economic development and cohesion. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Armstrong, Martin – Taylor, Jim: Regional Economics and Policy. Wiley Blackwell, 2000. McCann, Philip: Modern Urban and Regional Economics. Oxford, Oxford University Press, 2013 (2 nd edition). | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Henry, G.: The spatial distribution of economic activities in the European Union. In: Henderson, J. V. – J. Thisse, F. (ed.): Handbook of Regional and Urban Economics. Elsevier, 2004. Vol. 4. Chapt. 64. Fujita, Masahisa – Krugman, Paul – Venables, Anthony J.: The Spatial Economy: Cities, Regions, and International Trade. Cambridge (Massachusetts), MIT Press, 1999. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the importance of regional differences and their role in shaping international relations.</p> <p>b, ability Students will be able to analyse complex relation systems with the added perspective of an economic outlook.</p> <p>c, attitude Students shall strive to understand the processes and relationships of territorial economies.</p> <p>d, autonomy and responsibility Students shall recognize the need for an economic viewpoint to be applied to international relations.</p> | |

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| Course name: | International Economic Organizations | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to provide a comprehensive picture of the role of international organizations in the global economy and politics, and their activities in solving global social, environmental, and political problems. It also provides insight into the goals and operating rules of global and regional cooperation. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | During the semester, great emphasis is placed on presenting the relationship between Hungary and various international organizations (EU presidency, IMF cooperation, UNSC application). Case studies will also be presented in order to increase the practice-oriented nature of the subject. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Karns, Margaret P. – Johnson, Tana – Mingst, Karen A.: International Organizations: The Politics and Processes of Global Governance. Boulder (Colorado), Lynne Rienner, 2023 (4 th edition). Keohane, Robert O.: After Hegemony. Cooperation and Discord in the World Political Economy. Princeton (New Jersey), Princeton University Press, 1984. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Green, Richard: Chronology of international organizations. London, Routledge, 2008. Internationale Organisationen. München, Wilhelm Heyne Verlag, 1996. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the functioning, role and importance of international organizations.</p> <p>b, ability Students will be able to analyse complex relation systems with the added perspective of an economic outlook.</p> <p>c, attitude Students shall strive to uncover and understand the complexities of international relations systems with a focus on economic organizations.</p> <p>d, autonomy and responsibility Students shall recognize the need for an economic viewpoint to be applied to international relations.</p> | |

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| Course name: | World Religions | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to introduce the most important world religions and their social embeddedness. | |
| Theoretical knowledge to be acquired: | After clarifying the concept of religion, the course deals in more depth with Islam, Hinduism, Buddhism, African-American religions, and certain trends in Christianity. It looks at the religious characteristics of individual continents, the problems of religious syncretism, and refers to the issue of religious fundamentalism. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Esposito, John L. – Fasching, Darrell J. – Lewis, Todd: World Religions Today. Oxford, Oxford University Press, 2001. Fox, Jonathan – Sandler, Shmuel: Bringing Religion into International Relations. New York, Palgrave Macmillan, 2004. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Smith, David: Hinduism and Modernity. Oxford, Wiley-Blackwell, 2003. Finkelstein – Mazar: The Quest for the Historical Israel: Debating Archaeology and the History of Israel. Society of Biblical Literature, Atlanta, 2007. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the different religions shaping attitudes and customs around the world.</p> <p>b, ability Students will be able to analyse international relations in a cultural dimension.</p> <p>c, attitude Students shall strive to understand the importance that different belief systems carry in cultures other than their own.</p> <p>d, autonomy and responsibility Students shall follow the ethical norms and rules of their discipline to be able to foster relationships transcending cultures and belief systems.</p> | |

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| Course name: | States of Central and Eastern Europe | |
| Responsible person: | Gergely Kunt, PhD | |
| Course teacher: | Gergely Kunt, PhD | |
| Brief description of the aim of the subject: | The course reviews the history of Central and Eastern Europe from the struggles of becoming nations until the end of the 20 th century. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | During the course special attention will be paid to conflicts associated with the founding of individual states, as well as the major transformations of the region after the First and Second World Wars. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>White, Stephen – Lewis, Paul G. – Batt, Judy (eds.): Developments in Central and East European Politics. Durham, Duke University Press, 2013 (5th edition).</p> <p>Bideleux, Robert – Jeffries, Ian: A History of Eastern Europe: Crisis and Change. London, Routledge, 2007 (2nd edition).</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Johnson, Lonnie: Central Europe: Enemies, Neighbors, Friends. New York – Oxford, 2002.</p> <p>Magocsi, Paul Robert: Historical Atlas of East Central Europe. Seattle – London, University of Washington Press, 1993.</p> <p>Crampton, R. J.: Eastern Europe in the Twentieth Century – and After. New York, Routledge, 1997.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the specificities of the immediate surrounding region of Hungary.</p> <p>b, ability Students will be able to synthesize knowledge on this region in a historical perspective.</p> <p>c, attitude Students shall regard historical contexts as essential in understanding the functioning of different countries of the world.</p> <p>d, autonomy and responsibility Students shall propagate knowledge on the region, helping those members of the scientific community who are not familiar with it to understand the reasons of its contemporary issues.</p> | |

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| Course name: | The Middle Eastern Region | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | <p>The course aims to provide a general historical and contemporary political overview of one of the most active regions in our world. Despite its relevance, unfortunately, there is an abundance of distorted, simplistic and erroneous information, myths and opinions circulating about the region, its inhabitants, history and culture, which the course aims to clear up.</p> | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | <p>After a brief general geographical, ethnic, cultural and historical overview, the course mainly deals with the region's 20th century history (especially the period after 1945) and the current situation. The subject places great emphasis on the international relations within and outside the Middle East (e.g. with the USA, Western Europe / the EU, the USSR / Russia, China). A brief overview of the history of ideas is essential, in which the emergence and fall of Arab nationalism and Islamism play a central role. The course focuses primarily on the major Arab countries (Egypt, Saudi Arabia, Syria), but does not ignore non-Arab actors in the region, such as Iran, Israel, Türkiye or the Kurds. Finally, it provides insight into various conflicts, into the "Arab Spring", terrorism and the fight against it.</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Hinnebusch, Raymond: The international politics of the Middle East. Manchester – New York, Manchester University Press, 2003.</p> <p>Al-Rodhan, Nayef R. F. – Herd, Graeme P. – Watanabe, Lisa: Critical Turning Points in the Middle East, 1915–2015. London, Palgrave Macmillan. 2011. 79–159. p.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Cleveland, William L. – Bunton, Martin: A History of the Modern Middle East. London, Routledge, 2024 (7th ed.).</p> <p>Mansfield, Peter – Pelham, Nicolas: A History of the Middle East. New York, Penguin Group, 2013. (4th ed.) (Only Chapter 9: The Anglo-French Interregnum, 1918–1939.)</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the specificities of the Middle Eastern Region.</p> <p>b, ability Students will be able to synthesize knowledge on this region in a historical perspective.</p> <p>c, attitude Students shall regard historical contexts as essential in understanding the functioning of different countries of the world.</p> <p>d, autonomy and responsibility Students shall propagate knowledge on the region, helping those members of the scientific community who are not familiar with it to understand the reasons of its contemporary issues.</p> | |

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| Course name: | Russia and the Soviet Union | |
| Responsible person: | Gergely Kunt, PhD | |
| Course teacher: | Gergely Kunt, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to review the history of Russia from the Crimean War to the collapse of the Soviet Union, pointing out how a regional power emerged as a great power and what issues and objectives determine its foreign policy aspirations. | |
| Theoretical knowledge to be acquired: | During the course, the birth and characteristics of Soviet power will be discussed not only from a political history perspective, but also addressing the economic and social processes that took place simultaneously. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Freeze, Gregory L.: Russia: A History. Oxford, Oxford University Press, 2009. Mankoff, Jeffrey: Russian Foreign Policy: The Return of Great Power Politics. Lanham, Rowman & Littlefield, 2009. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Figes, Orlando: The Whisperers: Private Life in Stalin's Russia, Penguin 2008. Figes, Orlando: A People's Tragedy. Russian Revolution, 1891–1924. London, Jonathan Cape, 1996. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam a, knowledge Students will be aware of the history and political specificities of Russia and by extension, Eastern Europe. b, ability Students will be able to analyse international relations through a perspective that differs from the mainstream Western outlook. c, attitude Students shall strive to understand the different perspectives of world politics and interpret different actors' policies in this light. d, autonomy and responsibility Students shall aim to always factor differing perspectives when trying to understand a region's or country's international relations. | |

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| Course name: | History of the Development of the European Union | |
| Responsible person: | Csaba Fazekas, PhD | |
| Course teacher: | Csaba Fazekas, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to present the roots of European civilization and to familiarize students with theories of civilization, including differences between the civilization that developed on the European continent and that of other continents. | |
| Theoretical knowledge to be acquired: | The subject will review the history of the European civilization from the Roman Empire to the 21 st century, from the perspective of the antecedents of European unity, “Europeaness”, and the initiatives aimed at uniting the peoples and countries of the continent. We will review the predecessor institutions of today’s European Union, the stages of the integration process from the Second World War to the enlargement attempts of the 2010s, and the debates and challenges related to European identity (Brexit, etc.). | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Hirst, John: The Shortest History of Europe. Collingwood, Black Inc., 2009. Dinan, Desmond: Europe Recast: A History of the European Union. Boulder (Colorado), Lynne Rienner, 2004. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Wintle, Michael (ed.): Imagining Europe. Europe and European Civilisation as Seen from Margins by the Rest of the World in the Nineteenth and Twentieth Centuries. Brussels, Peter Lang, 2008. (Multiple Europes, 42.) Anderson, Perry: The New Old World. London – New York, Verso, 2011. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the historical roots of European integration that led to the creation of the EU as we know it today.</p> <p>b, ability Students will be able to interpret institutional functions and roles through a developmental perspective.</p> <p>c, attitude Students shall strive to uncover the underlying processes that led to the establishment of certain realities instead of taking them at face value.</p> <p>d, autonomy and responsibility Students shall refrain from producing analyses that do not account for contextual factors in any topic.</p> | |

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| Course name: | The Institutional and Decision-Making System of the European Union | |
| Responsible person: | László Kürt, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with the antecedents, history, and development of European Integration. They will gain knowledge about EU institutions, decision-making mechanisms, and community policies. | |
| Theoretical knowledge to be acquired: | The subject will introduce the major institutions of the European Union (European Commission, European Council, European Parliament, etc.), the most important principles of their establishment and operation, such as the conduct of EU elections, the powers of individual commissioners, and the forums for resolving any legal disputes that arise. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Best, Edward: Understanding EU Decision-Making. Springer, 2016. Hix, Simon: The Political System of the European Union. Springer, 1999. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Moser, Peter – Schneider, Gerald – Kirchgässner, Gebhard (eds.): Decision Rules in the European Union. Palgrave Macmillan, 2000. Coman, Ramona – Crespy, Amandine – Schmidt, Vivien A. (eds.): Governance and Politics in the Post-Crisis European Union. Cambridge, Cambridge University Press, 2020. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 6 |
| Teaching methods used: | frontal teaching | |
| Assessment method: | exam | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will be aware of the intricacies of the decision-making processes of the European Union</p> <p>b, ability Students will be able to interpret institutional functions and roles through a systematic relational perspective.</p> <p>c, attitude Students shall strive to interpret functions and roles of institutions in relation with one another.</p> <p>d, autonomy and responsibility Students shall refrain from producing analyses that do not account for contextual factors in any topic.</p> | |

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| Course name: | Hungary in the European Union | |
| Responsible person: | Csaba Fazekas, PhD | |
| Course teacher: | Csaba Fazekas, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with the most important institutions of the European Union and their relations with Hungary through practical knowledge. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | Students will learn how the bodies of the Hungarian government participate in the institutional system of the European Union, what powers they have, what tasks and obligations Hungary has in relation to the EU, and what rights Hungarian citizens and Hungarian government bodies have in other EU countries and centres of power. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Nugent, Neill: The Government and Politics of the European Union. Palgrave, 2017. Bíró-Nagy, András – Medve-Bálint, Gergő: The Path of Hungary's EU Membership: Navigating Sovereignty, Dependence, and Economic Development. Springer, 2025. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Duff, Andrew: How to Change the European Union. John Harper Publishing, 2015. Éltető, Andrea (ed.): Mind the Gap: Integration Experiences of the Ten Central and Eastern European Countries. Budapest, MTA KRTK VGI, 2014. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will know how the EU's institutions work in practice.</p> <p>b, ability Students will be able to exercise their rights and obligations with full knowledge of their scopes.</p> <p>c, attitude Students shall strive to promote knowledge on the European Union's functions and roles in everyday life.</p> <p>d, autonomy and responsibility Students shall use their knowledge as a basis for comparisons with other countries of the EU, keeping track of differences and common grounds.</p> | |

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| Course name: | Project Management | |
| Responsible person: | Virág Havasi, PhD | |
| Course teacher: | Virág Havasi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to familiarize students with the operation of the system of applications and projects, the experiences and methods related to them, and to prepare them for the application process and use of modern project management tools and methods. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | Project management is a set of issues related to the implementation of a grant project. In this context, we deal with the management structure, organization, and established mechanisms. This includes resource allocation, schedules, financing, and the preparation of reports. For the success of the project, it is important that management is organized, and the related information is recorded before it starts. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Kerzner, Harold: Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Hoboken (New Jersey), Wiley, 2017 (12 th ed.). Project Management Institute: A Guide to the Project Management Body of Knowledge (PMBOK Guide). PMI, 2021 (7 th ed.). | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | European Parliamentary Research Service: Guide to EU Funding. Brussels, EPRS, 2023. Nikolovski, Igor – Papadimitrov, Roman: Handbook for EU Project Design and Project Cycle Management. Skopje, IDSCS, 2017. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 6 | Number of hours of practical lessons: 24 |
| Teaching methods used: | group work | |
| Assessment method: | term mark | |
| Assessment criteria: | presentation | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Students will know how the methods and resources necessary for practical work in international relations.</p> <p>b, ability Students will be able to exercise their obligations in an international workplace.</p> <p>c, attitude Students shall aim to carry out their work-related duties at the standards required in an international environment.</p> <p>d, autonomy and responsibility Students shall cooperate with their peers in an effective manner in practice.</p> | |

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| Course name: | Security Policy | |
| Responsible person: | Sándor Fekete, PhD | |
| Course teacher: | Sándor Fekete, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to provide students with further knowledge of fundamental issues in security policy. In addition to learning about basic conceptual systems, the course also gives students an insight into the security policy implications of 20th-century international political events, thereby providing them with a basis for interpreting 21st-century processes. | |
| Theoretical knowledge to be acquired: | During the semester the following topics will be discussed: The protection of the state's territory, population, sovereignty, and national values, as well as the examination of foreign policy, economic, military, environmental, technological, and social issues that affect global, regional, and national security. | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | The Handbook of Global Security Policy, eds. Kaldor, M. and Rangelov, I. Wiley–Blackwell, 2014. Townshend, Ch.: Terrorism. A Very Short Introduction 2/e. Oxford: Oxford University Press, 2011. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Jackson, R. – Jarvis, L.: Terrorism. A Critical Introduction. Palgrave, 2011. The Routledge Handbook of European Security Law and Policy, eds. Conde, E. – Yaneva, V. – Scopelliti, M. New York: Routledge, 2020. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>Student is familiar with the functioning, powers, and policies of the European Union's institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>Student develops a sense of professional vocation and pursues self-education.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Foreign Economic Policy | | |
| Responsible person: | Csaba Fazekas, PhD | | |
| Course teacher: | Helga Mihályi | | |
| Brief description of the aim of the subject: | <p>The aim of the course is to familiarize students with the basics of foreign economic policy and strategy, the different forms of foreign economic relations, and the strategies of the main actors of the international system. The semester topics include the aims and actions of foreign policy. Foreign policy decisions, instruments of foreign policy. Foreign policy characteristics of Hungary, Russia, USA, European Union, China, knowledge of diplomatic protocol. In addition, in practical lessons, we will work on cases, case studies and articles on foreign policy and foreign economics.</p> | | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Strategic trade policies that may restrict or ban trade for certain goods, along with promotion schemes, import licenses, and regulations for goods and services, tariffs, import quotas, subsidies, trade agreements, export controls, local content requirements, and anti-dumping duties to regulate international commerce.</p> | | |
| Practical knowledge to be acquired: | – | | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Grimwade, N.: <i>International Trade Policy. a Contemporary Analysis</i>, London – New York: Routledge, 1996.</p> <p><i>Handbook on International Trade Policy</i>, eds. Kerr, W.A. and Gaisford, J.D. Edward Elgar Publishing, 2007.</p> | | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Roberts, R.: <i>The choice: A fable of free trade and protectionism</i>, 3rd ed., Pearson Prentice Hall, 2007.</p> <p>Wolfe, R.: “Is Using Trade Policy for Foreign Policy a ‘SNO Job’? On Linkage, Friend-Shoring, and the Challenges for Multilateralism”, <i>World Trade Review</i>, 22(3–4)/2023: 474–483.</p> | | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 8 | Number of hours of practical lessons: 20 | |
| Teaching methods used: | group work | | |
| Assessment method: | practical grade | | |
| Assessment criteria: | oral / written exam | | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>Student is familiar with the functioning, powers, and policies of the European Union’s institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>Student develops a sense of professional vocation and pursues self-education.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | | |

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| Subject name: | Hungary's Foreign Policy in the 20th Century | |
| Responsible person: | Gergely Kunt, PhD | |
| Subject teacher: | Gergely Kunt, PhD | |
| Brief description of the aim of the subject: | The course reviews the main trends in Hungary's foreign policy aspirations during the long 20th century, starting with the birth of the Monarchy and ending with the country's accession to the European Union. | |
| Theoretical knowledge to be acquired: | - | |
| Practical knowledge to be acquired: | In addition to relations with the successor states, the course places particular emphasis on the development of relations with the great powers. During the classes, I not only introduce students to the foreign policy ideas of former foreign ministers and heads of state, but we also analyze the texts of important treaties and the motivations behind alliances. | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Kiss, László J.: The Restatement of Hungarian Foreign Policy – from Kádárist to EU Membership. In: Foreign Policy Review, 2004. No. 1. 33–86. p. Dunay, Pál: Hungarian Foreign Policy in the Era of Transition, 1990–2004. In: Foreign Policy Review, 2004. No. 1. 196–216. p | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Sontag, Raymond J. – James Stuart Beddie (eds.): Nazi–Soviet Relations, 1939–1941: Documents from the Archives of the German Foreign Office. Washington D.C.: Department of State, 1948 The End of Cold War in Europe, 1989: New Thinking and New Evidence". [A Compendium of Declassified Documents Prepared for a] Critical Oral History Conference organised by the National Security Archive, Washington D.C., Musgrove, Georgia, (USA) 1–3 May 1998 | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 4 | Number of hours of practical lessons: 24 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | Accurate completion of all tasks assigned during the year. | |
| Assessment criteria: | Assessment: Class attendance (maximum 2 hours of absence accepted); Exam, during which students are given 5 questions related to a specific database/questionnaire, which they must solve on the spot using the SPSS program; It is sufficient if they convincingly answer at least 2 of the given questions! | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a) knowledge Is knowledgeable about generally accepted trends, characteristics, and data related to Hungarian and universal political, economic, and cultural phenomena. Is familiar with the forms, tools, and techniques of international communication.</p> <p>b) skills Able to independently acquire and systematize knowledge in historical, social, economic, legal, and political issues. Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c) attitudes Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change.</p> | |

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| | <p>Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity.</p> <p>Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> <p>Strives to develop a professional sense of vocation and self-education.</p> <p>d) autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Cooperates effectively with domestic and international professional and scientific communities related to their field of expertise.</p> |
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| Subject name: | History of International Relations, 1815–1890 | |
| Responsible person: | Csaba Fazekas, PhD | |
| Subject teacher: | Csaba Fazekas, PhD | |
| Brief description of the aim of the subject: | The aim of the lecture is to present the system of relations between European and other great powers in the 19th century, international alliances, and the natural history of conflicts in the 19th century. | |
| Theoretical knowledge to be acquired: | The lecture focuses on the Holy Alliance, as the system that defined the European order and was established in 1815, the independence movements that arose in connection with it (Greek War of Independence), as well as conferences between the great powers (Troppau, Verona, Laibach, etc.), the regional consequences of great power political relations, and the relations that defined individual regions. We deal in detail with the world outside Europe (Latin American wars of independence, opium wars in the Far East, etc.), colonial conflicts, and the United States. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Blanton, Tom, Svetlana Savranskaya, and Vladimir Zubok (eds.): Masterpieces of History. The Peaceful End of the Cold War in Europe, 1989. Budapest: CEU Press, 2010 Whitby, Michael: From Frontier to Palace. The Personal Role of Emperor in Diplomacy. In: Byzantine Diplomacy: Papers from the Twenty-Fourth Spring Symposium of Byzantine Studies. Cambridge, March 1990. Eds. Shepard, Jonathan – Franklin, Simon. (Society for the Promotion of Byzantine Studies, 1). Aldershot 1992. 295–303. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Heraclides, Alexis – Dialla, Ada: The Balkan Crisis of 1875–78 and Russia. Between Humanitarianism and Pragmatism. In: Humanitarian Intervention in the Long Nineteenth Century. Setting the Precedent. Manchester 2015. Clayton, G. D.: Britain and the Eastern Question. Missolonghi to Gallipoli. London 1971. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 4 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a) knowledge Is knowledgeable about generally accepted trends, characteristics, and data related to Hungarian and universal political, economic, and cultural phenomena. Is familiar with the forms, tools, and techniques of international communication.</p> <p>b) skills Able to independently acquire and systematize knowledge in historical, social, economic, legal, and political issues. Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c) attitudes Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change. Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity. Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> | |

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| | <p>Strives to develop a professional sense of vocation and self-education.</p> <p>d) autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Cooperates effectively with domestic and international professional and scientific communities related to their field of expertise.</p> |
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| Subject name: | History of International Relations, 1890-1945 | |
| Responsible person: | Dorottya Szigszkószné, Halász, PhD | |
| Subject teacher: | Dorottya Szigszkószné, Halász, PhD | |
| Brief description of the aim of the subject: | The course reviews the events of universal history from the end of the 19th century to the end of World War II, fundamentally from the aspect of the development of international diplomacy and changes in political history. | |
| Theoretical knowledge to be acquired: | Special emphasis is given to the political-diplomatic aspects of the outbreak and conclusion of the world wars, the international relations of the 1920s–1930s (including economic ones), and the responses given to the rise of left-wing and right-wing dictatorships. The course places special importance on presenting the changing circle of countries that held great power status during the period and the impact of the changes in their world power positions. From a geographical perspective, the events of Europe, America and Asia are the focus of the lectures given within the course. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Mariano, Randolph: Mapping and Searching for a Theory and Concept of Library Diplomacy. Information Research 27. (2022: October) Keylor, William R.: The Twentieth-Century World and Beyond. An International History Since 1900. New York, Oxford University Press, 2011. (6th ed.) | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Gilbert, Felix – Large, David Clay: The End of the European Era. 1890 to the Present. New York, W. W. Norton & Co., 2009. (6th ed.) Szigszkószné Halász, Dorottya: Conflict and Cooperation in the Americas During the Great War. Horváth, Emőke (ed.): Conflicts and Cooperations. Inter-American Relations in the 20th and 21st Centuries. Bp., L'Harmattan Kiadó, 2018. 9–39. p. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 4 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a) knowledge Is knowledgeable about generally accepted trends, characteristics, and data related to Hungarian and universal political, economic, and cultural phenomena. Is familiar with the forms, tools, and techniques of international communication.</p> <p>b) skills Able to independently acquire and systematize knowledge in historical, social, economic, legal, and political issues. Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c) attitudes Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change. Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity. Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history.</p> | |

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| | <p>Strives to develop a professional sense of vocation and self-education.</p> <p>d) autonomy and responsibility</p> <p>Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> <p>Cooperates effectively with domestic and international professional and scientific communities related to their field of expertise.</p> |
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| Subject name: | History of International Relations, 1945-1991 | |
| Responsible person: | Dorottya Szsízkoszné, Halász, PhD | |
| Subject teacher: | Dorottya Szsízkoszné, Halász, PhD | |
| Brief description of the aim of the subject: | The course reviews the events of universal history from the end of World War II to the fall of the Soviet Union, mainly from the aspect of the development of international diplomacy and political history changes. | |
| Theoretical knowledge to be acquired: | In addition to the history of the development of the bipolar world order and the Sovietization of East and Central Europe, all aspects and defining moments of the Cold War era are discussed. Thus, in addition to European aspects, the role of Asia, Latin America and the Middle East in world politics is also given attention, as are topics such as the arms and space races, as well as economic and cultural relations. | |
| Practical knowledge to be acquired: | - | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Applebaum, Ann: Iron Curtain. The Crushing of Eastern Europe, 1944–1956. New York–London–Toronto 2012. Gaddis, John Lewis: We Now Know. Rethinking Cold War History. New York. 1997 | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Kissinger, Henry: World Order. New York 2014. Macmillan, Margaret: Peacemakers. The Paris Peace Conference of 1919. London 2001 | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 24 | Number of hours of practical lessons: 4 |
| Teaching methods used: | frontal teaching, group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a) knowledge Is knowledgeable about generally accepted trends, characteristics, and data related to Hungarian and universal political, economic, and cultural phenomena. Is familiar with the forms, tools, and techniques of international communication.</p> <p>b) skills Able to independently acquire and systematize knowledge in historical, social, economic, legal, and political issues. Able to navigate international contexts, follow, understand, and process processes and changes, share them effectively and efficiently, and apply them in practice. Able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c) attitudes Understands and accepts that economic, political, and cultural phenomena are historically and socially determined and subject to change. Represents the religious, social, historical, and contemporary diversity of Hungarian and European identity. Strives to continuously develop their knowledge of political science, law, social sciences, international economics, and history. Strives to develop a professional sense of vocation and self-education.</p> <p>d) autonomy and responsibility Takes responsibility for professional texts in their native and foreign languages, aware of their possible consequences.</p> | |

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| | Cooperates effectively with domestic and international professional and scientific communities related to their field of expertise. |
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| Course name: | Political Networks and Think Tanks | |
| Responsible person: | Ervin Csizmadia PhD | |
| Course teacher: | | |
| Brief description of the aim of the subject: | <p>The aim of the course is to introduce students to the world of political networks and informal politics, which is important because it will help to distinguish between so-called conspiracy theories and the real processes behind the political scene. Political networks surround politics and think tanks are the support organizations for governments and political parties. The course will start from a few basic concepts to unpack network theory within a narrow framework. Network theory helps us to see the world not as a movement of atomized subjects, but to perceive the networks of relations that operate in politics and other relations. Brain trusts are specific branches of these networks. They help a party or other political organization to increase its competitiveness and to accumulate resources. This course will try to shed light on this process.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Social Movement Networks; Dealing with political networks; Linking policy networks and policy learning; Social interactions; Belief updates and policy change; Election overload; Security and stability.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Konke, D.: <i>Political Networks. The Structural Perspective</i>, Cambridge: Cambridge University Press, 1990. <i>Special Issue on Political Networks</i>, eds. S.D. McClurg – D.M.J. Lazer, <i>Social Networks</i>, 36/2014.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Granovetter, M.: “The strength of Weak Ties”, <i>American Journal of Sociology</i>, 1973: 1360–1380. Denham, A. – Garnett, M.: “What Works? British Think Tanks and the End of Ideology”, <i>The Political Quarterly</i>, 2006: 156–165.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Student is familiar with the forms, tools, and techniques of international communication. Student is familiar with the functioning, powers, and policies of the European Union’s institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Cultural Diplomacy | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | <p>The aim of the course is to introduce students to a specific area of international relations in the 21st century. The lectures will cover both the universal and Hungarian history of diplomacy. The course emphasizes the emergence and functions of cultural diplomacy, the institutional development of Hungarian cultural diplomacy, and the cultural diplomacy efforts of the Horthy era. A detailed analysis of the post-World War II cultural diplomacy will be provided. After an analysis of the narrowing possibilities of the Cold War, the course will provide an insight into the limits of cultural diplomacy in the 21st century.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed:</p> <p>International understanding and cooperation through shared cultural assets like arts, music, and film; Fostering mutual trust and positive relationships via student, academic, and artistic exchanges; Exploring the role of culture in conflict resolution and global stability; Leveraging digital platforms for cross-cultural engagement; Showcasing cultural heritage; Supporting cultural diversity and pluralism; Promoting national interests through a positive, inclusive national image.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p><i>Searching for a Cultural Diplomacy</i>, eds. Gienow-Hecht, J. – Donfried, M.C., New York – Oxford: Berghan Books, 2010.</p> <p>Nagy, Zs.: <i>Great Expectations and Interwar Realities: Hungarian Cultural Diplomacy, 1918–1941</i>, Budapest: Central University Press, 2017.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Grincheva, N.: “The past and future of cultural diplomacy”, <i>International Journal of Cultural Policy</i>, 30(2)/2023: 172–191.</p> <p>Goff, P.M.: “Cultural Diplomacy”, In: <i>The Oxford Handbook of Modern Diplomacy</i>, eds. Cooper, A. – Heine, J. – Thakur, R. Oxford: Oxford University Press, 2013, 419–435.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>Student is familiar with the functioning, powers, and policies of the European Union’s institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility</p> | |

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| | Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines. | |
| Course name: | American Civilizations | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | The aim of the course is to provide an introduction to the understanding of the ethnic, religious and cultural specificities of the whole continent today, and to the study of their social impact. Both North America and Latin America will be analyzed from these perspectives. Following a brief geographical introduction, the course will trace the cultural areas (e.g. Meso-America, Latin America) from the 15th to the 21st century and will attempt to capture the specific civilizations of each American region, showing their most important features that are still relevant today. In addition to the characteristics of the cultural heritages of Native American cultures, black slaves and European colonialists, it also addresses the question of the interaction and intermingling of these cultures. Particular emphasis is given to the problem of religious syncretism, the persistence of its remnants in South America and the Caribbean, and its emergence in North America. The situation of indigenous peoples, civil rights movements, Latin Americans in the USA, the situation of women and drug problems will also be addressed. | |
| Theoretical knowledge to be acquired: | During the semester the following topics will be discussed: Idea of American civilizations; European roots; Native, African and Asian roots; Cultural identities; Geography; North, Middle and South America. | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Mauk, D. – Oakland, J.: <i>American Civilization: An Introduction</i> , Psychology Press, 2005. Cobb, B.B.: <i>Pathways of European Peoples; An Outline Story of European Nations That Form the Chief Background of American Civilization</i> , General Books LLC, 2009. | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | Den Hollander, A.N.J. – Skard, S.: <i>American Civilisation: An Introduction</i> , London: Longman, 1968. Hagan, W. T.: <i>American Indians</i> , 4th ed., Chicago: University of Chicago Press, 2012. | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Student is familiar with the forms, tools, and techniques of international communication. Student is familiar with the functioning, powers, and policies of the European Union's institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility</p> | |

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| | Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines. |
| Course name: | Latin America in the 20th and 21st Centuries |
| Responsible person: | Zsolt Udvarvölgyi, PhD |
| Course teacher: | Zsolt Udvarvölgyi, PhD |
| Brief description of the aim of the subject: | The aim of the course is to provide knowledge of the most important historical-political issues affecting Latin America. After a brief geographical, ethnic and religious introduction, the overview of the subcontinent analyses the independence struggles and then describes the situation of the Central American territories and the Caribbean in the 20th and 21st centuries. In this region, the situation of Mexico and Cuba and their relations with the United States are highlighted. In the case of South America, the focus will be on the larger countries of Chile, Argentina, Brazil, Venezuela and Colombia. We will also look at the role played by China and the European Union in the region, in addition to the United States, the factors shaping relations between the various Latin American countries, the current conflicts between the various countries and the historical background to these conflicts. |
| Theoretical knowledge to be acquired: | During the semester the following topics will be discussed: Culture on Latin American nations; Religions; International relations between continents; Roots of civilizations: Africa and native Indian cultures. |
| Practical knowledge to be acquired: | – |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <i>Central America Since Independence</i> , ed. Bethell, L., Cambridge: Cambridge University Press, 1991, 69–119. <i>Latin American Social Policy Developments in the Twenty-First Century</i> , eds. Sátiro, N. – Del Pino, E. – Midaglia, C., Palgrave MacMillan, 2021. |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <i>Latin America, Politics and Society since 1930</i> , ed. Bethell, L., Cambridge: Cambridge University Press, 1998, 75–219. <i>Latin American International Law in the Twenty-First Century</i> , eds. Chehtman, A. – Huneeus, A. – Puig, S., New York: Oxford Academic, 2025. |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work |
| Assessment method: | exam |
| Assessment criteria: | oral / written exam |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>Student is familiar with the functioning, powers, and policies of the European Union's institutional system.</p> <p>b, ability Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student needs to embrace European national cultures and to learn about cultures outside Europe.</p> <p>Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility</p> |

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| | Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines. |
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| Course name: | Regionalism in the American Continent | | |
| Responsible person: | Júlia Lakatos, PhD | | |
| Course teacher: | Daniel Kiss | | |
| Brief description of the aim of the subject: | <p>The aim of this course is to examine the issue of regionalism in the Americas in the 20th and 21st centuries. In the first lessons students get the necessary background to understand the meaning of regionalism and differences between the ideas of European and American regionalist approaches. In addition to North America, the lectures will also cover the regions of Central and South America. The course will interpret the concept of region broadly, covering its geographical, cultural, economic, domestic and foreign policy aspects.</p> | | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Regionalism; Differences between regionalism in Europe and America; Role of the United States in policy of American countries.</p> | | |
| Practical knowledge to be acquired: | – | | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Bethell, L.: "Brazil and Latin America", <i>Journal of Latin American Studies</i>, 3/2010: 457–485. Gardini, G.L.: <i>Latin America in the 21st Century. Nations, Regionalism, Globalization</i>, London: Zed Books, 2012, 51–89. <i>Post-Hegemonic Regionalism in the Americas. Toward a Pacific-Atlantic Divide?</i> eds. Ruiz, J.B. – Morales, I., London: Routledge, 2017. Woodard, C.: <i>American Nations. A History of the Eleven Rival Regional Cultures of North America</i>, New York: Viking, 2011.</p> | | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Ayers, E.L. – Limerick, P.N. – Nissenbaum, S. – Onuf, P.S.: <i>All Over the Map: Rethinking American Regions</i>, Baltimore: Johns Hopkins University Press, 1996. Fry, J.A.: "Place Matters. Domestic Regionalism and the Formation of American Foreign Policy", <i>Diplomatic History</i>, 3/2012: 451–482.</p> | | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 | |
| Teaching methods used: | frontal teaching (lecture), group work | | |
| Assessment method: | exam | | |
| Assessment criteria: | oral / written exam | | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Student is familiar with the forms, tools, and techniques of international communication. Student is familiar with the functioning, powers, and policies of the European Union's institutional system.</p> <p>b, ability Student is able to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas. Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | | |

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| Course name: | Foreign Trade of the United States and Latin America | |
| Responsible person: | Tekla Szép PhD | |
| Course teacher: | Tekla Szép PhD | |
| Brief description of the aim of the subject: | <p>The aim of the course is to provide an overview of the tools of external economic analysis and to familiarize students with the methodology used in practice. By understanding the external economic context, the student will be able to understand macroeconomic and world economic processes in a deeper, systemic way. The course provides input for further analysis of the world economy, including the foreign economies of the United States of America and the major countries of Latin America (Argentina, Brazil).</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Fundamental economic principles behind trade; Comparative advantage; Trade benefits businesses and economies through larger markets; Trade policies and agreements; Tariffs, quotas, and subsidies; Barriers and facilitation; Non-tariff barriers; International trade finance; Cross-border transactions, including payment forms.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Biltsik, B.: <i>New approaches in a complex world. International relations, history and social sciences</i>, Budapest: L'Harmattan, 2014.</p> <p>Lindert, P.: "U.S. Foreign Trade and Trade Policy in the Twentieth Century", In: <i>The Cambridge Economic History of the United States</i>, eds. Engerman, S.L. – Gallmann, R.E., Cambridge: Cambridge University Press, 2008, 407–462.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Irwin, D.A.: <i>Clashing over Commerce: A History of US Trade Policy</i>, Chicago: University of Chicago Press, 2017.</p> <p>White, R.: "Public Opinion of International Trade: America and the World", In: <i>Making Sense of Anti-trade Sentiment: International Trade and the American Worker</i>, ed. Roger, W., New York: Palgrave Macmillan, 2014, 21–36.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student is able to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas.</p> <p>Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | The United States in the 20th and 21st Centuries | |
| Responsible person: | Dorottya Szsízkoszné, Halász PhD | |
| Course teacher: | Dorottya Szsízkoszné, Halász PhD | |
| Brief description of the aim of the subject: | <p>This course traces the domestic and foreign policy events in the history of the United States between the presidencies of Theodore Roosevelt and Barack Obama. From the Progressivist era, through the World Wars and the Cold War decades, to the events of the turn of the 20th and 21st centuries. The course will focus on domestic political developments and their contribution to the emergence of the USA as a world power, including not only political history but also economic developments and the major social changes that took place in the country.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Policy of the United States in America and in the world; United States in interwar period; United States in the World War II; Cold war and home affairs.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Gilmore, G.E. – Sugrue, Th.J.: <i>These United States. A Nation in the Making, 1890 to the Present</i>, New York: W. W. Norton & Co., 2015.</p> <p><i>The Routledge History of the Twentieth-Century United States</i>, eds. Podair, J. – Dochuk, D., London – New York: Routledge, 2017.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Olson, J.S. – Marcus, R.D.: <i>The United States in the Twentieth Century: America Since 1945</i>, Bedford/st Martins, 1995.</p> <p>Szsízkoszné Halász, D.: “Conflict and Cooperation in the Americas During the Great War”, In: <i>Conflicts and Cooperations. Inter-American Relations in the 20th and 21st Centuries</i>, ed. Horváth, E., Budapest: L'Harmattan, 2018, 9–39.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student is able to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas.</p> <p>Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Migration in the American Continent | |
| Responsible person: | Dorottya Szigszkoszné, Halász PhD | |
| Course teacher: | Dorottya Szigszkoszné, Halász PhD | |
| Brief description of the aim of the subject: | <p>The course will review the migration processes to and within the Americas during the 19th-21st centuries. It will also examine the northern, central and southern subcontinents. Pre-data will be presented on both the causes and characteristics of migration flows and the conditions and consequences of integration and reception. Particular emphasis will be given to the issue of migration within the Americas, from Latin America to the United States, which is also a feature of today's political controversies.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Different origins and types of migration; Migration from Latin America: motives and trends; Migration and criminality; Migration in United States.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Fischer, D.H.: <i>Albion's Seed. Four British Folkways in America</i>, New York – Oxford: Oxford University Press, 1991.</p> <p>Martin, S.F.: <i>A Nation of Immigrants</i>, Cambridge: Cambridge University Press, 2011.</p> <p>Meier, B.: <i>Central American Migration to and from the U.S. under the Trump Administration</i>. Zürich: NADEL, ETH, 2018.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Weeks, G.B. – Weeks, J.R.: <i>Irresistible Forces. Latin American Migration to the United States and its Effects on the South</i>, Albuquerque: University of New Mexico Press, 2010.</p> <p>Hirschman, Ch.: "Immigration to the United States: Recent Trends and Future Prospects", <i>Journal of Economic Studies</i>, 51(1)/2014: 69–85.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context. Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student is able to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas. Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Inter-American Relations | |
| Responsible person: | Zsolt Udvarvölgyi, PhD | |
| Course teacher: | Zsolt Udvarvölgyi, PhD | |
| Brief description of the aim of the subject: | <p>This course examines the history of inter-American relations from the early 19th century to the present day. It begins with an interpretation of the Monroe Doctrine, then moves on to the relationship between the US and the Caribbean, the role of Pan-Americanism, the founding of the International Union of American Republics, the creation of the Organization of American States, and the neuralgic points in US-Latin American relations. The role and functioning of each of the inter-American institutions is also part of the course's mother-gene.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Inter-American connections; Human rights, democracy, peace and security; Economic development; Cultural exchange, and legal cooperation among the countries of the Americas; Organization of American States; Treaties, conventions, and institutions (Inter-American Commission on Human Rights / IACHR; the Inter-American Court of Human Rights; Promoting civil society, protecting vulnerable groups, and fostering international cooperation.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p><i>Conflicts and Cooperations. Inter-American Relations in the 20th and 21st Centuries</i>, ed. Horváth, E., Budapest: L'Harmattan, 2018.</p> <p>Domínguez, J.I.: <i>Latin America's International Roles and Implications for the United States</i>, Cambridge: Harvard University Press, 2007.</p> <p><i>Inter-American Relations: Past, Present and Future Trends</i>, ed. Hyles, J., Cambridge: Cambridge University Press, 2017, 2–55.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Pastor, R.A.: <i>Whirlpool. U.S. foreign policy toward Latin America and the Caribbean</i>, Princeton: Princeton University Press, 1992.</p> <p>Herz, M.: The Organization of American States (OAS): Global Governance Away From the Media. London – New York: Routledge, 2011.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student interprets international, European, and regional political, legal, economic, and civilizational knowledge and events generally related to their field of expertise in context.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student is able to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas.</p> <p>Student is able to perform tasks arising from international, European, and regional cooperation in the private sector, non-governmental organizations, local governments, government agencies, and state institutions.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | The Political Role of East Asia in the Global World | |
| Responsible person: | Dániel Kuttor, PhD | |
| Course teacher: | Dániel Kuttor, PhD | |
| Brief description of the aim of the subject: | <p>The course will introduce students to the place and role of East Asia in international politics, economics and relations. The course will provide students with an understanding of the political, economic and geographical characteristics of the East Asian region. They will learn about the social, religious and economic features that have made the states of the region – beyond China, Japan and Korea, including Indonesia, Malaysia and even the newest emerging state, Vietnam – key players in the global system.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Economic influence; Economic dynamism; Three of world's largest economies (China, Japan, and South Korea); Innovation; Population and strategic location along key trade routes; Social innovation; Security; Environmental sustainability; Influencing global economic and political landscapes.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Iglesias, J.C.: <i>East Asia in world politics</i>, Barcelona: Universitat Oberta di Catalunya, 2019.</p> <p>Holcombe, Ch.: <i>A History of East Asia: From the Origins of Civilization to the Twenty-First Century</i>, Cambridge: Cambridge University Press, 2017.</p> <p>Buckley Ebrey, P. – Walthall, A.: <i>East Asia. A Cultural, Social, and Political History</i>, Cengage Learning, 2013.</p> <p>Narine, S.: <i>The New ASEAN in Asia Pacific and Beyond</i>, Lynne Rienner Publishers, 2018.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Church, P.: <i>A Short History of South-East Asia</i>, Wiley Published, 2017.</p> <p>Vatikiotis, M.: <i>Blood and Silk: Power and Conflict in Modern Southeast Asia</i>, Weidenfeld & Nicolson Published, 2018.</p> <p>Mahbubani, K. – Song, J.: <i>The ASEAN Miracle: A Catalyst for Peace</i>. National University of Singapore Press, 2017.</p> <p>Lim, T.C.: <i>Politics in East Asia: Explaining Change and Continuity</i>, Lynne Rienner Publishers, 2014.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student has a comprehensive knowledge of the basic political laws of the East Asian region, socio-political systems, the structures of political systems and the role of individual states in the international arena.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student has ability to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas.</p> <p>Student knows the development of analytical skills, ability to analyze political processes in the region, to identify problems, to evaluate alternatives for decision-making, to analyze, to organize and to review.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility</p> | |

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| | Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines. |
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| Course name: | China in the International Field of Force in the 20th and 21st Centuries | |
| Responsible person: | Dániel Kuttor, PhD | |
| Course teacher: | Dániel Kuttor, PhD | |
| Brief description of the aim of the subject: | <p>The course will introduce students to the specificities of the international relations of the modern Chinese state. The course will be of particular relevance to international relations practitioners, as the People's Republic of China is now undeniably one of the world's leading economic players. The performance of Chinese industry is a dominant force in all parts of the world and is increasingly a factor of influence on individual nation-states as much as on global processes. In this context, it is clear that China's role at the international level is of paramount importance and that knowledge of this is indispensable for future international process experts.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Foreign policy of China; Economic background; Safeguarding its independence, sovereignty, territorial integrity, and shaping an international environment favorable to its modernization and reform and opening up.</p> | |
| Practical knowledge to be acquired: | <p>–</p> | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Starr, J.B.: <i>Understanding China: A Guide to China's Economy, History, and Political Culture</i>, Hill and Wang Published, 2010. Shambaugh, D.: <i>China's Future</i>, Polity Published, 2016.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Economy, E.C.: <i>The Third Revolution: Xi Jinping and the New Chinese State</i>, Oxford: Oxford University Press, 2018. Kroeber, A.R.: <i>China's Economy: What Everyone Needs to Know</i>, Oxford: Oxford University Press, 2016.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student has a comprehensive knowledge of the basic political laws of the East Asian region, socio-political systems, the structures of political systems and the role of individual states in the international arena. Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student has ability to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas. Student knows the development of analytical skills, ability to analyze political processes in the region, to identify problems, to evaluate alternatives for decision-making, to analyze, to organize and to review.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Japan in the 20th and 21st Centuries | |
| Responsible person: | Dániel Kuttor, PhD | |
| Course teacher: | Dániel Kuttor, PhD | |
| Brief description of the aim of the subject: | <p>The course will introduce students to the political, economic and cultural context of contemporary Japan and its history – historical roots, pirates and the reclusive empire, early 20th century Japan, cultural, social and economic traditions. They will gain insights into the specificities of the Far Eastern state's international relations, the background to the economic boom after the Second World War. The course will also focus on relevant issues such as the new security policy of 21st century Japan and the most important problems of Japanese domestic politics and society.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Foreign policy of Japan; Economic background; Disarmament, and alliances; Connections to the United States; Economic cooperation; Focusing on poverty eradication; Sustainable growth.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Yoda, T. – Harootunian, H.: <i>Japan After Japan: Social and Cultural Life from the Recessionary 1990s to the Present</i>, Duke University Press Books, 2006.</p> <p>Soeya, Y. – Welch, D.A. – Tadokoro, M.: <i>Japan as a 'Normal Country'?: A Nation in Search of Its Place in the World</i>, Toronto: University of Toronto Press, 2011.</p> <p>Catalinac, A.: <i>Electoral Reform and National Security in Japan: From Pork to Foreign Policy</i>. Cambridge: Cambridge University Press, 2016.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Glosserman, B. – Snyder, S.A.: <i>The Japan – South Korea Identity Clash: East Asian Security and the United States</i>, New York: Columbia University Press, 2017.</p> <p>Oros, A.: <i>Japan's Security Renaissance: New Policies and Politics for the Twenty-First Century</i>, New York: Columbia University Press, 2017.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student has a comprehensive knowledge of the basic political laws of the East Asian region, socio-political systems, the structures of political systems and the role of individual states in the international arena.</p> <p>Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student has ability to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas.</p> <p>Student knows the development of analytical skills, ability to analyze political processes in the region, to identify problems, to evaluate alternatives for decision-making, to analyze, to organize and to review.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Korea in the 20th and 21st Centuries | |
| Responsible person: | Dániel Kuttor, PhD | |
| Course teacher: | Dániel Kuttor, PhD | |
| Brief description of the aim of the subject: | <p>The course will introduce students to the history of Korea, the characteristics of the centuries-long Korea-Japan confrontation, the emergence of the two Koreas, and the background to the strained relationship and its political and economic drivers. It will also provide an insight into the components of South Korea's booming economy and the background to its internationally dominant economic expansion. The course will also focus on the multidimensional security crisis created by North Korea, its specificities and the role of the various actors.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Foreign policy of South; Economic background; One peninsula and one nation: two political systems and two 'worlds'; Connections between North and South Korea; Alliances with western countries and Japan; Connections to the United States; Economic cooperation; Focusing on poverty eradication; Sustainable growth.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Seth, M.J.: <i>North Korea: A History</i>, Red Globe Press, 2018. Kyung Moon Hwang: <i>A History of Korea</i>, New York: Palgrave MacMillan, 2016. Marvin, U.: <i>South Korea History. Origins of the Korean Nation. The Three Kingdoms Period. The Society, Cultural Identity, Economy, Government</i>, Create Space Independent Publishing Platform, 2016.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Cumings, B.: <i>Korea's Place in the Sun: A Modern History</i>, W. W. Norton Published, 2005. Seungjoo Lee – Sang-young Rhyu: <i>The Political Economy of Change and Continuity in Korea. Twenty Years after the Crisis</i>, Springer 2018. Armstrong, Ch.K.: <i>Korean Society. Civil Society, Democracy and the State</i>, London – New York, Routledge, 2006.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student has a comprehensive knowledge of the basic political laws of the East Asian region, socio-political systems, the structures of political systems and the role of individual states in the international arena. Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student has ability to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas. Student knows the development of analytical skills, ability to analyze political processes in the region, to identify problems, to evaluate alternatives for decision-making, to analyze, to organize and to review.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | China's Position and Relations in the Global Economic Space | |
| Responsible person: | Dániel Kuttor PhD | |
| Course teacher: | Dániel Kuttor, PhD | |
| Brief description of the aim of the subject: | <p>In the last decades of the 20th century, we witnessed the global opening and integration of Asia, and at the same time its rise and expansion. This development is transforming not only the economies and societies of the largest continent, but the whole world. China's history, size and location make it worthy of special attention. The complexity and uniqueness of this Asian country justify the presentation and analysis of its history, its economic and social processes, its endowments and its special relations.</p> | |
| Theoretical knowledge to be acquired: | <p>During the semester the following topics will be discussed: Economic policy of China; One party system and economic background; Safeguarding its independence, sovereignty, territorial integrity, and shaping an international environment favorable to its modernization and reform and opening up.</p> | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Wu Jinglian: <i>Chinese Economic Reform</i>, Singapore: Thomson HE, 2005. Guthrie, D.: <i>China and globalization. The social, economic and political transformation of Chinese society</i>, New York: Routledge, 2009.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Zhenyu Fu: <i>Industrial Innovation in China: The Factors Determining Success or Failure</i>, London – New York: Routledge, 2023. Nolan, P.: <i>China, Hong Kong and the West: The World Turned Upside Down</i>, London – New York: Routledge, 2025.</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 20 | Number of hours of practical lessons: 8 |
| Teaching methods used: | frontal teaching (lecture), group work | |
| Assessment method: | exam | |
| Assessment criteria: | oral / written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student has a comprehensive knowledge of the basic political laws of the East Asian region, socio-political systems, the structures of political systems and the role of individual states in the international arena. Student is familiar with the forms, tools, and techniques of international communication.</p> <p>b, ability Student has ability to interpret the phenomena of international relations from the point of view of at least one non-European culture or system of ideas. Student knows the development of analytical skills, ability to analyze political processes in the region, to identify problems, to evaluate alternatives for decision-making, to analyze, to organize and to review.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>d, autonomy and responsibility Student consciously advocates the methods used in his/her field of specialization and accepts the different methodological specificities of other disciplines.</p> | |

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| Course name: | Thesis I.-II. | |
| Responsible person: | Kinga Dóra Tóth, PhD | |
| Course teacher: | Kinga Dóra Tóth, PhD | |
| Brief description of the aim of the subject: | <p>Following the student's independent choice of topic, during the first semester he/she will receive a general introduction to the methodology of thesis writing, and with the help of his/her supervisor he/she will collect literature on the topic, develop a thesis writing program and a timetable of tasks.</p> <p>Under the guidance of the thesis supervisor, in the second semester, the student follows the previously established program, writes the thesis according to the pre-established timetable during the semester, prepares the necessary appendices, bibliographic apparatus</p> | |
| Theoretical knowledge to be acquired: | – | |
| Practical knowledge to be acquired: | – | |
| List of the 2-4 most important compulsory literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Murray, R.: <i>How to Write a Thesis</i>, New York: Open Library Press, 2002.</p> <p>Evans, D. – Gruba P. – Zobel, J.: <i>How to write a better thesis</i>, Carlton: Melbourne University Press, 2011.</p> <p>Felix, M.S. – Smith, I.: <i>A Practical Guide to Dissertation and Thesis Writing</i>, Cambridge: Cambridge Scholar Publishing, 2019.</p> | |
| List of the 2-4 most important recommended literature with bibliographic data (author, title, publication details, (possibly pages), ISBN) | <p>Miller, A.B.: <i>Finish Your Dissertation Once and for All!: How to Overcome Psychological Barriers, Get Results, and Move on with Your Life</i>, Washington: American Psychological Association, 2009.</p> <p>Shabanov, I.: “A complete guide to using AI for academic writing”, <i>The Effortless Blog</i>, 2 February 2024. Online: https://effortlessacademic.com/a-complete-guide-to-using-ai-for-academic-writing/</p> | |
| Theory-practice ratio: | Number of hours of theoretical lessons: 8 | Number of hours of practical lessons: 20 |
| Teaching methods used: | group work | |
| Assessment method: | practical grade | |
| Assessment criteria: | written exam | |
| How the subject contributes to the acquisition of the competences identified in the training and output requirements (TOR). Describe in the course description how the elements of competence identified in the TOR are/can be met (please do not copy the TOR elements of competence). | <p>a, knowledge Student knows the basic terminology and all the main elements of the vocabulary of the subject, and understand the context.</p> <p>b, ability Student able to work in at least one foreign language, with particular attention to terminology.</p> <p>Student able to understand and work in an international context, to follow, understand and process processes and changes, to share them effectively and efficiently and to apply them in practice.</p> <p>c, attitude Student considers the possibility of a multifaceted methodological approach to problems.</p> <p>Student develops the ability to critically analyze and process information.</p> <p>d, autonomy and responsibility Student applies the knowledge acquired in his/her field of specialization to his/her self-learning and self-awareness.</p> <p>Student continuously develop his/her drafting skills in relation to the tasks.</p> | |