

SZAKINDÍTÁSI KÉRELEM

**NEMZETKÖZI TANULMÁNYOK
MESTERSZAKOS KÉPZÉS
(angol nyelven)**

A kérelem benyújtója:

Miskolci Egyetem

**Miskolc
2023.**



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ADATLAP

1. A véleményezést kérő felsőoktatási intézmény neve, címe
A felsőoktatási intézményben a tervezett képzésért közvetlenül felelős szervezeti egység:
Miskolci Egyetem, Alkalmazott Társadalomtudományok Intézete
3515 Miskolc, Egyetemváros
2. A (magyar vagy külföldi) felsőoktatási intézménnyel együttműködésben folytatandó képzés¹ esetén a partner intézmény(ek) neve, címe
-
3. A tervezett képzés helye(i) (székhely, telephely, külföld) és címe(i)
Miskolci Egyetem, Alkalmazott Társadalomtudományok Intézete
3515 Miskolc, Egyetemváros
4. Az indítandó mesterképzési szak megnevezése (a vonatkozó KKK szerint)
Nemzetközi tanulmányok (International Relations)
5. Az oklevélben szereplő szakképzettség megnevezése (a vonatkozó KKK szerint)
Okleveles nemzetközi kapcsolatok elemző (International Relations Expert)
6. Az indítani tervezett szakirányok² és/vagy **specializációk**³.
China and the South-East and Central Asian region
Central Europe (Nations and Minorities)
Climate Change, Sustainability and Deep Adaptation
7. Az indítani tervezett képzési formák (a megfelelők aláhúzóval!)
 - teljes idejű (nappali), részidejű (levelező, esti), távoktatásos (t), székhelyen kívüli (szhk)
 - csak idegen nyelven: angol!
8. A tervezett hallgatói létszám képzési formánként (n, l, e, t, szhk): nappali: 30 fő, levelező: 30 fő
9. A képzési idő⁴ 4 félév
a mesterfokozat megszerzéséhez összegyűjtendő: 120 kredit (a vonatkozó KKK szerint)
a képzésben felveendő tanórák⁵ száma: 855 (az összes hallgatói tanulmányi munkaidőn belül
a szakmai gyakorlat - ha van - időtartama és jellege: nincs
10. A szak indításának tervezett időpontja: 2024/2025 (év/tanév)
11. A szakfelelős oktató megnevezése (beosztása, tudományos fokozata) és aláírása: Dr. habil. Udvarvölgyi Zsolt
András, PhD, főiskolai tanár
12. Dátum, és az intézmény rektorának megnevezése és cégszerű aláírása:
2023. május 30.

Prof. Dr. Horváth Zita
rektor

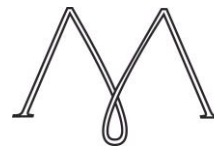
¹ 87/2015. (IV. 9.) Korm. rend. 19. § és 20. §

² Nftv. 108. § 33. szakirány: az adott szak részét képező önálló szakképzettséget eredményező, speciális szaktudást biztosító képzés. (Csak a szak KKK-jában szereplő szakirány indítható (létesítés nélkül))

³ Nftv. 108. § 31. specializáció: az adott szak részét képező önálló szakképzettséget nem eredményező, speciális szaktudást biztosító képzés. (Ha a szak KKK-jában a specializációk nevesítve és szakmai jellemzőkkel meghatározva szerepelnek, akkor a megadottakat kell követni)

⁴ A tervezett részidejű [esti, levelező] képzésnek a teljes idejűtől eltérő adatait (félév, tanóraszámok) itt kérjük megadni

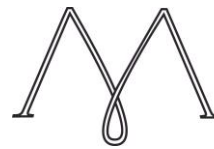
⁵ Az Nftv. 17.§. (1) A felsőoktatásban a képzés, a képzési és kimeneti követelményekben foglaltak szerint megszervezhető teljes idejű képzésként, részidős képzésként, továbbá távoktatásként. A teljes idejű képzés félévenként legalább kettőszáz, doktori képzés esetén legalább negyven tanórából vagy ennek megfelelő zárt rendszerű elektronikus távolléti oktatásból áll.



Képzési és kimeneti követelmények

NEMZETKÖZI TANULMÁNYOK MESTERKÉPZÉSI SZAK

1. A mesterképzési szak megnevezése: nemzetközi tanulmányok (International Relations)
2. A mesterképzési szakon szerezhető végzettségi szint és a szakképzettség oklevélben szereplő megjelölése
végzettségi szint: mester- (magister, master; rövidítve: MA-) fokozat
szakképzettség: okleveles nemzetközi kapcsolatok elemző
a szakképzettség angol nyelvű megjelölése: International Relations Expert
3. Képzési terület: társadalomtudomány
4. A mesterképzésbe történő belépésnél előzményként elfogadott szakok:
 - 4.1. Teljes kreditérték beszámításával vehető figyelembe: a nemzetközi tanulmányok és a nemzetközi igazgatási alapképzési szak.
 - 4.2. A 9.4. pontban meghatározott kreditek teljesítésével elsősorban számításba vehető: a társadalomtudomány; a bölcsészettudomány; a gazdaságtudományok; a jogi; valamint az államtudományok képzési területekhez tartozó alapképzési szakok.
 - 4.3. A 9.4. pontban meghatározott kreditek teljesítésével vehetők figyelembe továbbá azok az alapképzési és mesterképzési szakok, illetve a felsőoktatásról szóló 1993. évi LXXX. törvény szerinti szakok, amelyeket a kredit megállapításának alapjául szolgáló ismeretek összevetése alapján a felsőoktatási intézmény kreditátviteli bizottsága elfogad.
5. A képzési idő félévekben: 4 félév
6. A mesterfokozat megszerzéséhez összegyűjtendő kreditek száma: 120 kredit
a szak orientációja: kiegyensúlyozott (40-60 százalék)
a diplomamunka készítéséhez rendelt kreditérték: 10 kredit
a szabadon választható tantárgyakhoz rendelhető minimális kreditérték: 6 kredit
7. A szakképzettség képzési területek egységes osztályozási rendszere szerinti tanulmányi területi besorolása: 313/0312
8. A mesterképzési szak képzési célja és a szakmai kompetenciák
A képzés célja olyan szakértőket képezése, akik megfelelő elméleti ismeretek birtokában képesek a jelenlegi nemzetközi politikai és gazdasági viszonyok tendenciáinak elemzésére. Felkészültek nemzetközi gazdasági, nemzetközi jogi, nemzetközi kapcsolatokat érintő elméletei, regionális-civilizációs interdiszciplináris ismereteik, valamint szaknyelvi tudásuk birtokában a globalizálódó nemzetközi rendszer összefüggéseinek megértésére. Képesek egy adott régió gazdasági, politikai és társadalmi összefüggéseinek mélyebb elemzésére. Felkészültek tanulmányaik doktori képzésben történő folytatására.
 - 8.1. Az elsajátítandó szakmai kompetenciák
 - 8.1.1. A nemzetközi kapcsolatok elemző
 - a) tudása
Magas szinten ismeri és a magabiztos gyakorlati használhatóság követelményeinek megfelelően érti és értelmezi a legfontosabb társadalomtudományi összefüggéseket.
Ismeri a nemzetközi kapcsolatok elméletének legfontosabb paradigmáit, és tájékozott az egyes elméleti irányzatok közötti vitákkal kapcsolatban.
Tájékozott a főbb civilizáció- és kultúraelméletekben, valamint ismeri az egyes régiók főbb gazdasági, politikai és társadalmi tendenciáit.
Tájékozott a 21. századi legjelentősebb világpolitikai konfliktusok és válságok összefüggésrendszerében.
Ismeri a világgazdaság főbb tendenciáit és a világ egyes régióinak gazdasági folyamatait, különös tekintettel az Európai Unió gazdasági helyzetére vonatkozóan.
Tájékozott a magyar külpolitika főbb aktuális kérdéseiben és dilemmáiban.
Ismeri az emberi jogi és kisebbségi jogi rezsimeket, valamint azok regionális rendszerét.
Ismeri az ENSZ döntéshozatali mechanizmusát, ennek működését, illetve a reformjára vonatkozó elképzeléseket.
Ismeri a világpolitikai folyamatokat meghatározó főbb nagyhatalmak külpolitikáját, illetve a világgazdaságban elfoglalt helyzetét.
Ismeri a világ főbb civilizációinak, kultúrkörének és a nagy világvallásoknak a sajátosságait.
Ismeri és érti azokat a hazai, európai és globális társadalmi problémákat, amelyek meghatározzák a társadalomtudományi gondolkodás alaptendenciáit.
Ismeri és érti a korábban megtanult idegen nyelvek szaknyelvi anyagát.
Rendszerezett ismeretekkel rendelkezik a magyar, az európai és az Európán kívüli politikai rendszerekről, valamint a kormányzati rendszerek domináns nemzetközi típusairól.



Ismeri a társadalomtudományokra jellemző adatgyűjtési, feldolgozási és értelmezési technikákat, és a politikai kutatás megkülönböztető sajátosságait.

Ismeri a nemzetközi politikai, gazdasági, jogi és társadalmi intézmények és folyamatok mélyebb összefüggéseit.

b) képességei

Képes a megszerzett interdiszciplináris ismeretek birtokában egy adott világpolitikai konfliktus és válság külpolitikai elemzésére.

Képes a világ gazdasági folyamatok mélyebb megértésére és az Európai Uniót, illetve Magyarországot érintő gazdasági jellegű kihívások elemzésére.

Képes összehasonlító gazdasági elemzések végzésére alapvető közgazdasági és statisztikai ismeretek, valamint világ gazdasági elméletek birtokában.

Képes tájékozódni a különféle nemzetközi szervezetek döntéshozatali mechanizmusában, valamint képes megérteni az egyes nagyhatalmak főbb külpolitikai döntéshozatali mechanizmusát.

Képes definiálni a nemzetközi rendszer egyes szereplőinek gazdasági és politikai érdekeit, illetve azok összefüggésrendszerét.

Képes a megszerzett ismeretei birtokában a társadalmi folyamatok általa kutatott szeptében új tudományos eredmények elemzésére, új tények és összefüggések feltárására, tudásának önálló szakmai koncepció formájában történő értékesítésére.

Képes a kitekintő jellegű munkára, az egyéb a társszakterületek és tudományágak eredményeinek az aktív és hatékony felhasználására.

Képes bekapcsolódni szakterületének nemzetközi kutatási projektjeibe, valamint ilyen projektek pályázati munkáiba.

Képes a szakmai feladatok megoldása során az önálló elemzésre, értékelésre és a különböző következtetések szintetizálására.

Képes a hazai és külföldi társadalomtudományi források feltárására, feldolgozására és szakmai munkája során a leszűrt következtetések gyakorlati alkalmazására.

Szakterületének egyes részterületeiről önálló, szaktudományos formájú összefoglalókat, elemzéseket készít.

A munkafolyamatokat a felkészültségének megfelelő szinten irányítja, eredményesen együttműködik az intézményen belüli és kívüli partnerekkel.

Képes a változásokhoz alkalmazkodni, adaptációs koncepcióját el tudja fogadtatni munkatársaival és egyéb partnereivel is.

Képes önálló szakmai koncepciók kidolgozására, és a vitákban megvédi az elképzeléseit akár idegen nyelven is.

Képes konzisztensen használni a politikatudományi fogalmakat.

Képes a társadalmi konfliktusok és problémák bonyolult rendszerében eligazodni, szűkebb szakterületén elmélyültebb ismereteire építve aktívan be tud kapcsolódni a konfliktusok feltárásának munkálataiba.

c) attitűdje

Nyitott és toleráns azoknak a társadalmi csoportoknak a nézeteivel, gondolkodási formáival és életmódjával szemben, amelyekkel társadalomkutatóként szakmai munkája során kapcsolatba kerül.

Nyitott minden társadalomkritikai szerepvállalásra, ha szakmai felfogásával ütköző folyamatok indulnak el társadalmi környezetében.

Nyitott és befogadó szakterületének a legkülönbözetlenebb nemzetközi kutatási eredményei iránt, és elkötelezett az általa hasznosnak ítélt új tudáselemek hazai megismertetése mellett.

Felelősségteljesen építi fel szakmai karrierjét, és támogatja az általa irányított munkatársak szakmai életpályájának kibontakoztatását.

Legjobb tudása szerint, elkötelezetten szolgálja és képviseli a szakmai érdekeket.

Minden szervezeti, intézményi tevékenysége során felelős módon latba veti tudását és befolyását a minőségi munkavégzés elismertetése mellett.

Munkavégzési és társadalmi konfliktushelyzetekben önállóan és felelősen hozza meg döntéseit, következetesen képviselve a rábízottak érdekeit.

Folyamatos az igénye az önművelésre, és a köznap életben mások politikai véleményének tiszteletben tartására.

Lényeglátás, kreativitás és módszertani tudatosság jellemzik.

d) autonómiaja és felelőssége

Önálló és felelős szereplője szakterülete tudományos életének, képviseli szakmai elveit és kutatási eredményeit minden lehetséges fórumon.

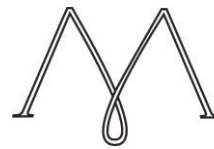
Önálló és felelős döntéseket hoz munkája során saját tudományos munkásságára, valamint az irányítása alá tartozók munkaprogramjaira vonatkozóan.

Felelősen vállalja a társadalmi fórumok résztvevői számára szaktudományos ismereteinek közérthető átadását.

Felelősségteljesen vesz részt munkaszervezetének működtetésében, a szakmai koncepciók kidolgozásában, megvitatásában és megvalósításában.

Felelősségteljesen vesz részt munkaszervezeti egységek létrehozásában és irányításában.

Felelős módon őrökdi szakmai munkájában a társadalomtudományi kutatások és elemzések szigorú etikai szabályainak a betartása felett, vállalja új etikai kérdések felvetését és megválaszolását.



Önálló és felelős szerepeket vállal a szakmai szervezetek hazai és nemzetközi működésében, valamint az érdekérvényesítő fórumok munkájában.

9. A mesterképzés jellemzői

9.1. Szakmai jellemzők

9.1.1. A szakképzettséghez vezető tudományágak, szakterületek, amelyekből a szak felépül:

a képzést alapozó társadalomtudományi ismeretek (társadalomtudományi kutatás módszertana, összehasonlító államjog, politikai gondolkodás története, közgazdasági elmélettörténet) 5-20 kredit;

a nemzetközi tanulmányokhoz kapcsolódó szakmai ismeretek 80-100 kredit, a diplomamunka készítésével együtt az alábbiak szerint:

- nemzetközi kapcsolatok elmélete és gyakorlata [biztonságpolitikai tanulmányok, geopolitikai elméletek, külpolitikai döntéshozatal, általános és szakdiplomáciai ismeretek, kultúrdiplomácia, konfliktus és válságkezelés, globális kormányzás] 5-40 kredit;

- regionális-civilizációs tanulmányok [különösen: civilizációelmélet, regionális integrációk, Közel-Kelet-tanulmányok, Kína-tanulmányok, Balkán-tanulmányok, Latin-Amerika tanulmányok, India-tanulmányok, Japán-tanulmányok, USA-tanulmányok, Délkelet-Ázsia-tanulmányok, Afrika-tanulmányok, Ausztrália-tanulmányok, Mediterrán-tanulmányok, Oroszország-tanulmányok, a poszt-szovjet térség és Közép-Ázsia, Európa-tanulmányok] 5-40 kredit;

- nemzetközi jog gyakorlata [nemzetközi jogi esettanulmányok, diplomáciai és konzuli jog, emberi és kisebbségi jogok, regionális nemzetközi szervezetek, nem kormányzati szervezetek] 5-40 kredit;

- nemzetközi gazdaságtan [fejlődéselméletek, nemzetközi fejlesztéspolitika, világ gazdasági régiók, gazdasági integrációk elmélete és gyakorlata, Magyarország gazdasága és kül gazdasági kapcsolatai, gazdasági kormányzás, a globalizáció gazdaságtana] 5-40 kredit;

- nemzetközi kapcsolatok elemzése [külpolitikai elemzések, összehasonlító gazdaságelemzés, migrációs folyamatok elemzése] 5-40 kredit;

- nemzetközi kapcsolatok és az EU szaknyelve, szakmai ismeretek idegen nyelven 5-30 kredit.

9.1.2. A képző intézmény által ajánlott specializáció a szakterület műveléséhez alkalmas, a személyes képességeket fejlesztő, az egyéni érdeklődéshez kapcsolódóan sajátos kompetenciákat eredményező elméleti és gyakorlati ismeret. A szakmaspecifikus ismeretek kreditérték a képzés egészén belül legalább 30 kredit.

9.2. Idegennyelvi követelmény

A mesterfokozat megszerzéséhez legalább egy élő idegen nyelvből államilag elismert felsőfokú (C1), komplex típusú és egy másik élő idegen nyelvből középfokú (B2), komplex típusú nyelvvizsga szükséges, amelyek közül legalább az egyik a társadalomtudomány, a jogi, a gazdaságtudományok vagy az államtudományi képzési területnek megfelelő szaknyelvi (nemzetközi kapcsolatok, diplomáciai, gazdálkodási menedzsment, gazdasági, idegenforgalmi, idegenforgalmi-vendéglátóipari, jogi és közigazgatási, katonai, kereskedelmi, közgazdasági, pénzügyi, üzleti) nyelvvizsga vagy ezekkel egyenértékű érettségi bizonyítvány vagy oklevél.

9.4. A 4.2. és 4.3. pontban megadott oklevéllel rendelkezők esetén a mesterképzési képzési ciklusba való belépés minimális feltételei

A mesterképzésbe való belépéshez a korábbi tanulmányokból szükséges minimális kreditek száma 60 kredit az alábbi ismeretkörökből:

társadalomtudományi alapismeretek: szociológia, pszichológia, filozófia, antropológia, pszichológia,

jogi-igazgatási ismeretek: közjog és magánjog, alkotmánytan, közigazgatástan, közpolitika, gazdasági jog,

gazdasági ismeretek: közgazdaságtan, makro-, mikroökonómia, vállalatgazdaságtan, pénzügytan, nemzetközi gazdaságtan,

politikatudományi: politikai gondolkodás, politikátörténet, nemzetközi tanulmányok,

történeti, kulturális és nyelvtudományi ismeretek: gazdaság-, társadalom- és kultúrtörténeti ismeretek, nyelvtudományi, filológiai ismeretek területein.

A mesterképzésbe való felvétel feltétele, hogy a hallgató legalább 30 kredittel rendelkezzen. A hiányzó krediteket a felsőoktatási intézmény tanulmányi és vizsgaszabályzatában meghatározottak szerint meg kell szerezni.

Training and output requirements

MASTER'S DEGREE (MA) IN INTERNATIONAL RELATIONS

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

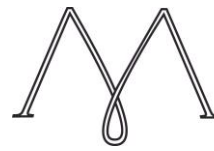
2. Level of qualification obtained in the Master's programme and indication of the qualification in the diploma

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

Qualification title in English: International Relations Expert

3. Field of training: social sciences

4. Courses accepted as prerequisites for entry to a Master's programme:



4.1 The following may be taken into account for full credit: Bachelor's degree (BA) in International Studies and Bachelor's degree (BA) in International Administration.

4.2 The following may be taken into account for the completion of the credits specified in point 9.4: bachelor's degrees in social sciences; humanities; economics; law; and government.

4.3 The credits specified in point 9.4 may also be taken into account for the completion of bachelor's and master's degree courses and courses under Act LXXX of 1993 on Higher Education, which are accepted by the credit transfer committee of the higher education institution on the basis of a comparison of the knowledge on which the credit is based.

5. Duration in semesters: 4 semesters

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

Orientation of the degree: balanced (40-60 per cent)

Credits for the thesis: 10 credits

Minimum number of credits for optional courses: 6 credits

7. Field of study classification of the qualification according to the uniform classification of fields of training: 313/0312

8. Training objectives and professional competences of the Master's degree

The aim of the course is to train experts with the theoretical knowledge required to analyse trends in current international political and economic conditions. They are prepared to understand the context of the globalising international system through their knowledge of international economics, international law, international relations theory, regional-civilisational interdisciplinary knowledge and linguistic skills. They are able to analyse in depth the economic, political and social context of a given region. They are prepared to pursue their studies at doctoral level.

8.1. The professional competences to be acquired

8.1.1. The International Relations Expert's

a) Knowledge

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

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

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

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

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

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

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

Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.

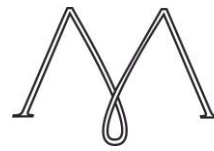
Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.

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

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

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

Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.



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

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

b) Ability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ability to use political science concepts consistently.

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

c) Attitude

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

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



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

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

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

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

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

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

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

d) Autonomy and responsibility

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

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

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

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

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

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

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

9. Features of the Master's programme

9.1. Professional characteristics

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

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

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

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

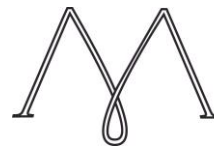
- Regional-civilisation studies (in particular: theory of civilisation, regional integration, Middle East studies, China studies, Balkans studies, Latin America studies, India studies, Japan studies, USA studies, South East Asia studies, Africa studies, Australia studies, Mediterranean studies, Russia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

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

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

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

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



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

9.2. Foreign language requirement

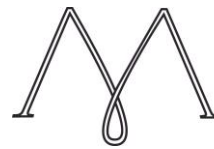
The Master's degree requires at least one state-recognised higher level (C1), complex type exam in a foreign language and one intermediate level (B2), complex type exam in another foreign language, at least one of which must be social sciences, law, or a diploma or certificate in a specialised language exam corresponding to the field of study (international relations, diplomacy, business management, economics, tourism, tourism and catering, law and administration, military, commerce, economics, finance, business) or an equivalent diploma or certificate.

9.4. Minimum conditions for entry to the Master's cycle for holders of the diplomas referred to in points 4.2 and 4.3

The minimum number of credits required for admission to the Master's programme from previous studies is 60 credits in the following subjects:

- basic social sciences: sociology, psychology, philosophy, anthropology, psychology,
- law and administration: public and private law, constitutional law, public administration, public policy, economic law,
- economics: economics, macroeconomics, microeconomics, business economics, finance, international economics,
- political science: political thought, political history, international studies,
- history, culture and languages: economic, social and cultural history, linguistics, philology.

To be admitted to the Master's programme, students must have at least 30 credits. The missing credits must be acquired in accordance with the study and examination regulations of the higher education institution.



I. A KÉPZÉS TARTALMA

A szakra való belépés feltételei⁶ - a képzési és kimeneti követelményekkel összhangban

a) a bemenethez **feltétel nélkül** elfogadott (alap)szakok (KKK 4. pont)

Teljes kreditérték beszámításával vehető figyelembe: a nemzetközi tanulmányok és a nemzetközi igazgatási alapképzési szak.

b) a bemenethez **feltételekkel** elfogadott (alap)szakok, ill. kreditkövetelmények, a vonatkozó konkrét előírások (KKK 4. ill. 9.4. pont), az egyes alapszakok programjából hiányzó ismeretek pótlási módja, terve az intézményben

A 9.4. pontban meghatározott kreditek teljesítésével elsősorban számításba vehető: a társadalomtudomány; a bölcsészettudomány; a gazdaságtudományok; a jogi; valamint az államtudományok képzési területekhez tartozó alapképzési szakok.

A 9.4. pontban meghatározott kreditek teljesítésével vehetők figyelembe továbbá azok az alapképzési és mesterképzési szakok, illetve a felsőoktatásról szóló 1993. évi LXXX. törvény szerinti szakok, amelyeket a kredit megállapításának alapjául szolgáló ismeretek összevetése alapján a felsőoktatási intézmény kreditátviteli bizottsága elfogad.

9.4. A 4.2. és 4.3. pontban megadott oklevéllel rendelkezők esetén a mesterképzési képzési ciklusba való belépés minimális feltételei

A mesterképzésbe való belépéshez a korábbi tanulmányokból szükséges minimális kreditek száma 60 kredit az alábbi ismeretkörökből:

társadalomtudományi alapismeretek: szociológia, pszichológia, filozófia, antropológia, pszichológia,

jogi-igazgatási ismeretek: közjog és magánjog, alkotmánytan, közigazgatástan, közpolitika, gazdasági jog,

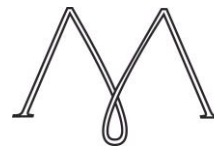
gazdasági ismeretek: közgazdaságtan, makro-, mikroökonómia, vállalatgazdaságtan, pénzügytan, nemzetközi gazdaságtan,

politikatudományi: politikai gondolkodás, politikatörténet, nemzetközi tanulmányok,

történeti, kulturális és nyelvtudományi ismeretek: gazdaság-, társadalom- és kultúrtörténeti ismeretek, nyelvtudományi, filológiai ismeretek területein.

A mesterképzésbe való felvétel feltétele, hogy a hallgató legalább 30 kredittel rendelkezzen. A hiányzó krediteket a felsőoktatási intézmény tanulmányi és vizsgaszabályzatában meghatározottak szerint meg kell szerezni.

⁶ Osztatlan szak esetében nem adekvát, nincs ilyen feltétel



I.1. A képzés programja; a szak tanterve (az óra és vizsgaterv táblázatos összegzése)

Blocks and courses, responsible persons for the courses	Semester				Credit number of the course	Assessment method (exam / term mark / other)
	1.	2.	3.	4.		
	Number of lessons per semester, type of lesson (lecture / seminar / practice / consultation) and credit value					

Basic Social Science Courses block (methodology of social science research, comparative constitutional law, history of political thought, history of economic theory), **5-20 credits** – responsible person for the block: **Dr. habil Kinga Szabó-Tóth**. The degree of theoretical or practical nature of the block, its „training character”: 50% theoretical -50% practical

Field: History of Political Thought – responsible person for the field: Dr. habil Csaba Fazekas. The degree of theoretical or practical nature of the field, its „training character”: 100% theoretical – 0% practical

1. History of Political Thought 1. <i>Dr. habil Csaba Fazekas</i>	30 lectures, 4 cr				4	exam
2. History of Political Thought 2. <i>Dr. habil Csaba Fazekas</i>		30 lectures, 4 cr			4	exam

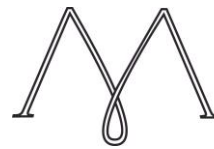
Field: Methodology of Social Science Research – responsible person for the field: Dr. habil Kinga Szabó-Tóth. The degree of theoretical or practical nature of the field, its „training character”: 0% theoretical – 100% practical

3. Applied Social Research Methods 1. <i>Dr. habil Kinga Szabó-Tóth</i>	30 practices, 4 cr.				4	term mark
4. Applied Social Research Methods 2. <i>Dr. habil Kinga Szabó-Tóth</i>		30 practices, 4 cr.			4	term mark
Total	30 lectures 30 practices 8 credits	30 lectures 30 practices 8 credits			16 credits	2 exams 2 term marks

Core Courses Related to International Relations block (Fields: theory and practice of international relations (5-40 credits), regional-civilisation studies (5-40 credits), practice of international law (5-40 credits), international economics (5-40 credits), analysis of international relations (5-40 credits), language of international relations and the EU, professional knowledge in foreign languages (5-30 credits)), 80-100 credits – responsible person for the block: **Dr. Ervin Csizmadia**
The degree of theoretical or practical nature of the block, its „training character”: 50% theoretical -50% practical

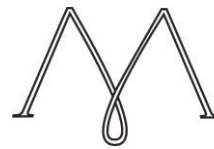
Field: Theory and Practice of International Relations (5-40 credits) – responsible person for the field: Prof. Dr. György Csepeli The degree of theoretical or practical nature of the field, its „training character”: 66% theoretical -33% practical

1. Global Governance <i>Prof. Dr. György Csepeli</i>	30 lectures, 4 cr				4	exam
2. Diplomatic Protocol <i>Dr. Sándor Fekete</i>	30 practices, 3 cr.				3	term mark
3. Global Social Challenges <i>Dr. habil Kinga Szabó-Tóth</i>			30 lectures, 4 cr.		4	exam

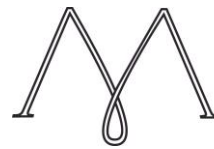


Field: Regional-Civilisational Studies (5-40 credits) – responsible person for the field: Dr. Sándor Fekete. The degree of theoretical or practical nature of the field, its „training character”: 66% theoretical -33% practical						
1. European Politics 1. <i>Dr. Sándor Fekete</i>			30 lectures, 3 cr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

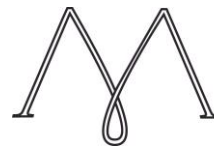
Specialisations within the Core Courses Related to International Relations Block (The minimum number of credits of specialised knowledge is 30 credits within the training as a whole.) The students only need to choose one specialisation to complete the Master's degree!						
Specialisation Nr. 1. China and South-East and Central Asian Region – responsible person for the specialisation: Dr. habil Zsolt András Udvarvölgyi. The degree of theoretical or practical nature of the specialisation Nr. 1., its „training character”: 33 % theoretical – 66 % practical						
1. Chinese Language 1. <i>Noémi Gergely, MA</i>		30 practices, 4 cr.			4	term mark



2. China Culture and Knowledge 1. <i>Fan, Liyun, MA</i>		30 practices, 5 cr.			5	term mark
3. The Politics of China and South-East Asia in 20th and 21st Centuries <i>Dr. Dániel Kuttor</i>		30 lectures, 5 cr.			5	exam
4. Chinese Language 2. <i>Liu, Guoyan, MA</i>			30 practices, 4 cr.		4	term mark
5. China Culture and Knowledge 2. <i>Fan, Liyun, MA</i>			30 practices, 5 cr.		5	term mark
6. The Economy of China and South-East Asia in 20th and 21st Centuries <i>Dr. Dániel Kuttor</i>			30 lectures, 5 cr.		5	exam
7. Chinese Language 3. <i>Liu, Guoyan, MA</i>				30 practices, 4 cr.	4	term mark
8. China Culture and Knowledge 3. <i>Fan, Liyun, MA</i>				30 practices, 5 cr.	5	term mark
9. Central Asia in the 20th - 21st Centuries <i>Dr. habil Zsolt András Udvarvölgyi</i>				30 lectures, 4 cr.	4	exam
Total		30 lectures 60 practices 14 credits	30 lectures 60 practices 14 credits	30 lectures 60 practices 13 credits	41 credits	3 exams 6 term marks
Specialisation Nr. 2. Central Europe (Nations and Minorities) – responsible person for the specialisation: Prof. Dr. Attila Papp Z. The degree of theoretical or practical nature of the specialisation Nr. 2., its „training character”: 33 % theoretical – 66 % practical						
Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe <i>Prof. Dr. Attila Papp Z.</i>		30 practices, 5 cr.			5	term mark
The Historical Concept of Central Europe: Approaches, Theories and Debates <i>Dr. habil. Árpád Tóth</i>		30 lectures, 5 cr.			5	exam
National Policy of Hungary <i>Dr. habil Zsolt András Udvarvölgyi</i>		30 practices, 4 cr.			4	term mark
Roma Society in Central Europe <i>Dr. habil Kinga Szabó-Tóth</i>			30 practices, 5 cr.		5	term mark
Past and Present of Hungarians Beyond the Borders. Reading Seminar <i>Dr. habil Zsolt András Udvarvölgyi</i>			30 practices, 4 cr.		4	term mark



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

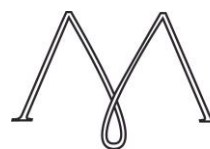


Climate Adaptation Social Psychology <i>Prof. Dr. György Csepeli</i>				30 practices, 4 cr.	4	term mark
Total		60 lectures 30 practices 14 credits	30 lectures 60 practices 14 credits	0 lectures 90 practices 13 credits	41 credits	3 exams 6 term marks

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

Optional courses (at least 6 credits, students must choose a total of two of the 3 courses)						
Optional course 1.				30 lectures, 3 credits	3	exam
Optional course 2.				30 lectures, 3 credits	3	exam
Optional course 3.				30 lectures, 3 credits	3	exam
				60 lectures, 6 credits	6 credits	2 exams

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



I.2. Ismeretkörök/tantárgyi programok, tantárgyleírások

Basic Social Science Courses block (5-20 credits)	
Field: History of Political Thought	
Courses: 1) History of Political Thought 1. 2) History of Political Thought 2.	
Name of the course: History of Political Thought 1.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any): –	
Course description: a concise yet informative description of the knowledge to be acquired	
The course starts with the analysis of the modern political thought in the 18 th century: the impact of the French and German Enlightenment in the Habsburg Empire, the characteristics of the 'Enlightened Absolutism' in the region. The Enlightenment and the later Liberalism and Conservatism showed a lot of similarities and differences in compare of the Western European parallels. The lecture shows these characteristic elements, e.g. different relation to the kingdom and the emperor, the role of nobility, the missing of 'third order' etc. The second part of the lecture deals with the most important ideological wave of the 19 th century: the births of modern nations in the Central European region, the different nationalisms, specific features in the case of Hungarian, Romanian, Slovak, Polish, Czech and other nationalist movements.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature: Balázs Trencsényi – Michal Kopeček – Luka Lisjak Gabrijelčič – Maria Falina – Mónika Báár – Maciej Janowski: A History of Modern Political Thought in East Central Europe. Vol. I. Negotiating Modernity in the Long Nineteenth Century'. Oxford, Oxford University Press, 2016. ISBN 978-0-19-873714-8 Iván Zoltán Dénes: Conservative ideology in the making. Budapest, Central European University Press, 2009. ISBN 978-9-639-77657-9	
Recommended literature:	



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

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

Knowledge

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

Ability

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

Attitude

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



Autonomy and responsibility

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

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

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

Name of the course: History of Political Thought 2.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): –	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The course continues the former semester's topics: Liberalism and Conservatism in the Central European region. The Habsburg Empire and later the Austro-Hungarian Monarchy kept a special framework for developing the most important ideologies of the second half of the 19th century. The lecture deals with the different answers of nationalities for the political structure of the Monarchy, the emerging new ideologies (connected to the social questions), and Poland in the end of the century. The Social Democracy represented a new international ideology, quite similar to the Christian Socialism after Pope Leo XIII's Rerum Novarum encyclical. But the most important ideology during and after the World War I was the nationalism. In the interwar period the new states represented different political systems (e.g. the first democratic republic in Czechoslovakia, the autocratic Horthy regime in Hungary etc.), that is why different political waves started in the 1920-1930's. The lecture analyses the political ideologies after the World War II up to the transitions of 1989-1990.</p>	



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

Mandatory literature:

Balázs Trencsényi – Michal Kopeček – Luka Lisjak Gabrijelčič – Maria Falina – Mónika Baár – Maciej Janowski: A History of Modern Political Thought in East Central Europe. Vol. II. Negotiating Modernity in the 'Short Twentieth Century' and Beyond. Part I: 1918–1968. Oxford, Oxford University Press, 2018. ISBN 978–0–19–873715–5

Recommended literature:

Balázs Trencsényi: The politics of “national character”. A study in interwar East-European thought. London – New York, Routledge, 2013. ISBN 978-0-415-87076-4

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

Knowledge

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

Ability

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

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional under-



standing are initiated in its social environment.

- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

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

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

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

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



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

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

Mandatory literature:

Babbie, Earl: The practice of social research. 15th edition, Cengage, 2020.
Bryman, Alan: Social Research Methods. 4rd edition. Oxford University Press, 2017.
Mason, Jennifer: Qualitative Researching. 2 nd edition. Sage, 2002.
Silverman, David: Doing Qualitative Research. Sage Publications, 2000

Recommended literature:

Abbott, Andrew. 2004. Methods of Discovery: Heuristics for the Social Sciences. New York: W.W. Norton & Company.
Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. The Craft of Research. University of Chicago press.
Neuman, W. - Robson, K. (2018). Basics of social research qualitative and quantitative approaches (Fourth Canadian ed.). Toronto: Pearson Canada. ISBN 9780134308050.
Miller, Jane E. 2005. Writing About Multivariate Analysis. Chicago, IL: University of Chicago Press.
Schutt, Russell K. 2011. Investigating the Social World: The Process and Practice of Research. 7th edition. Thousand Oaks, CA: Pine Forge Press.

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

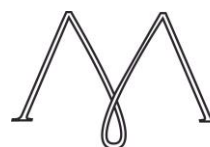
Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.

Ability

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

Attitude



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

Autonomy and responsibility

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

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

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

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

Name of the course: Applied Social Research Methods 2.	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The courses provide students with the most comprehensive resource covering core methods, research designs, and data collection, management, and analysis issues in 2 semesters. It is designed to introduce students to social science research and to develop student research and analytical skills.</p> <p>In the second semester - based on what has been learned in the first one - an independent research project on topics related to international studies should be planned under the supervision of the course leader and carried out in the form of group work.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Babbie, Earl: The practice of social research. 15th edition, Cengage, 2020. Bryman, Alan: Social Research Methods. 4rd edition. Oxford University Press, 2017. Mason, Jennifer: Qualitative Researching. 2 nd edition. Sage, 2002. Silverman, David: Doing Qualitative Research. Sage Publications, 2000</p> <p>Recommended literature: Abbott, Andrew. 2004. Methods of Discovery: Heuristics for the Social Sciences. New York: W.W. Norton & Company. Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2003. The Craft of Research.</p>	



University of Chicago press.
Neuman, W. - Robson, K. (2018). Basics of social research qualitative and quantitative approaches (Fourth Canadian ed.). Toronto: Pearson Canada. ISBN 9780134308050.
Miller, Jane E. 2005. Writing About Multivariate Analysis. Chicago, IL: University of Chicago Press.
Schutt, Russell K. 2011. Investigating the Social World: The Process and Practice of Research. 7th edition. Thousand Oaks, CA: Pine Forge Press.

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

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.

Ability

- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.

Attitude

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

Autonomy and responsibility

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

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

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



<p>Core Courses Related to International Relations block (80-100 credits)</p> <p>Field: Theory and Practice of International Relations (5-40 credits)</p> <p>Courses: 1) Global Governance 2) Diplomatic Protocol 3) Global Social Challenges</p>	
<p>Name of the course: Global Governance</p>	<p>ECTS credits: 4</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character': 80-20%</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-</p>	
<p>Assessment method (exam / term mark / other): exam</p>	
<p>Curriculum place of the subject (number of semesters): 1</p>	
<p>Prerequisites (if any): -</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>Global governance is an important institution of the international order, but it is also the institution undergoing permanent processes of change in the modern and at times turbulent world. No institution has undergone greater change in both the theoretical understanding of it and the nature of its day-to-day practice in the last several decades. No process has become more important than our ability, or often lack of it, to engage on transnational policy making by international collective action problem solving while at the same time becoming so highly contested and politicised. We face a permanent challenge to govern ourselves beyond the territory of the nation state, and hence face the importance of understanding the expectations and limits of global governance.</p> <p>This course examines global governance - the creation, revision, and enforcement of the rules that are intended to govern the world. We begin by considering the international order that lurks behind and defines any governance arrangement, then, the next section of the course examines the changing architecture of global governance. Once, the global governance was dominated by large intergovernmental organizations, created by states and for states. One of the dramatic changes in the last several decades, though, is that the architectures and the architects of global governance have changed. There are nongovernmental organizations, private-public partnerships, regime complexes, private governance authorities, and on and on. Why has global governance become such a hodge-podge of architectures? Is this a sign of ingenuity or desperation? Are these new configurations better able to solve today's problems? Does all this activity and complexity mean that the world has gotten better smarter about how to solve the evolving problems? How have these changes in global governance affected the legitimacy of the system? Finally, the third sections examine three select issues in global governance: human security; refugees and migration; and global health.</p>	



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

Mandatory literature:

John Bolton. 2000. "Should We Take Global Governance Seriously?" Presented at the Conference "Trends in Global Governance: Do They Threaten American Sovereignty?" American Enterprise Institute, April 4-5.

https://www.iatp.org/sites/default/files/Should_We_Take_Global_Governance_Seriously.htm.

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

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

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

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

Recommended literature:

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

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

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

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

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

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

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

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

Knowledge

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

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

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

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



Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to use political science concepts consistently.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.

Autonomy and responsibility

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

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

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

Name of the course: Diplomatic Protocol	ECTS credits: 3
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 20-80	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): practical exercise	
Curriculum place of the subject (number of semesters): 1 .	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
This course introduces students to the fundamental principles and practices of diplomatic protocol. Students will learn about the historical evolution and contemporary relevance of	



diplomatic protocol, as well as its role in facilitating effective communication, building relationships, and enhancing international cooperation. Topics covered include the functions of diplomatic protocol, protocol procedures and precedents, diplomatic correspondence and forms, diplomatic ceremonies and events, and the role of protocol in intercultural communication.

In addition, the course will provide students with practical skills in protocol management, such as planning and organizing protocol events, managing seating arrangements and order of precedence, managing protocol communications, and understanding cultural differences in protocol practices.

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

Mandatory literature:

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

Richardson, J. (2017). Managing the business of diplomacy: A study of the protocols governing the organization of diplomatic missions and the conduct of diplomacy. Oxford University Press. (ISBN-13: 978-0198787648)

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

Recommended literature:

Kohen, S. D. (2015). The politics of international law and compliance: Serbia, Croatia and the Hague Tribunal. Routledge. (ISBN-13: 978-1472437489)

Murphy, R. (2018). Diplomatic law in a new millennium. Oxford University Press. (ISBN-13: 978-0198795940)

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

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.

Ability

- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.

Attitude



- He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

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

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

Name of the course: Global Social Challenges	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 60-40%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>This course on global social challenges is designed to give the student a good overview of a range of social problems at international level. The central aim of this lecture is to equip students with skills to understand and tackle challenges that result in globally significant harms. Contemporary global challenges include complex issues such as: social injustice; conflicts and violence; climate change; the migration and displacement of people. We will collectively investigate the ideological, socio-economic and structural origins of these problems and their theoretical explanations. This course seeks to impart on the students a critical understanding of these issues and how they impact our global society. Underlying our examination of each problem is a commitment to the ideals of social justice.</p> <p>Students on this course will learn to analyse and approach these challenges using perspectives from across the social sciences, including law, economics, politics, philosophy, sociology and social statistics. Looking at the multiple challenges of economic hardship, unemployment, terrorism, and mass human migration, we will address the causes and consequences of social inequalities, and the ways in which they can be tackled. We will also focus on social cohesion</p>	



and social wellness and how it relates to global social challenges. Objectives of the course: (1) to think critically about social problems, their origins and solutions and the challenges in implementing solutions; (2) to understand and be able to explain poverty, crime, inequalities, war, and under or mal-development from a sociological perspective; (3) to utilize sociological theories to further develop that understanding; (4) to understand how inequality is structural and leads to unequal life chances; (5) to develop a more accurate picture of the social world, and contemplate ways in which critical social problems could be better addressed.

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

Mandatory literature:

Davis, Kingsley and Wilbert E. Moore [1945] 2011. "Some Principles of Stratification." Pp. 16-19 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*, edited by David B. Grusky and Szonja Szélényi. Boulder, CO: Westview Press
Heiner, Robert. 2016 *Social Problems: An Introduction to Critical Constructionism* 5th Edition"
Oxford University Press

Navarro, Vicente and Leiyu Shi. 2001. *The Political Context of Social Inequalities and Health*. Social

Science and Medicine 52:481-491

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

Imperialism Paradigm Publishers. Boulder.

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

Recommended literature:

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

Herman, Edward S and Noam Chomsky. 2002 [1988]. "Worthy and Unworthy Victims" Pp. 37-86 in

Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books. New York

Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, The Political Causes of the Growth of Inequalities". Pp. 8-22 in *The Financial and Economic Crises and their Impact on Health and*

Social Well-Being. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.

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

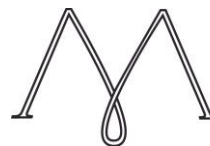
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

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

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

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



Ability

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

Attitude

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

Autonomy and responsibility

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

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

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



<p>Core Courses Related to International Relations block (80-100 credits)</p> <p>Field: Regional-Civilisational Studies (5-40 credits)</p> <p>Courses: 1) European Politics 1. 2) European Politics 2. 3) The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries</p>	
<p>Name of the course: European Politics 1.</p>	<p>ECTS credits: 3</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character': 80-20</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (exam / term mark / other): exam</p>	
<p>Curriculum place of the subject (number of semesters): 3.</p>	
<p>Prerequisites (if any):</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>This course provides an introduction to the political systems and processes of the European Union (EU) and its member states. It aims to provide students with a comprehensive understanding of the key political institutions, actors, and policy issues that shape EU politics and governance.</p> <p>The course covers the historical development of the EU and its institutions, the roles and functions of the European Commission, the European Parliament, and the Council of the EU, as well as the workings of the EU's judicial system. It also examines the EU's external relations, including its relations with neighboring states, the United States, and other major global actors.</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature:</p> <p>Cini, M., & Borragán, N. P.-S. (2021). European Union Politics. Oxford University Press. (ISBN-13: 978-0198806530)</p> <p>Dinan, D. (2015). Institutions and Governance in the European Union. Palgrave Macmillan. (ISBN-13: 978-1137306456)</p> <p>Jones, E., Menon, A., & Weatherill, S. (Eds.). (2012). The Oxford Handbook of the European Union. Oxford University Press. (ISBN-13: 978-0199689675)</p> <p>Lelieveldt, H., & Princen, S. (2015). The Politics of the European Union. Cambridge University Press. (ISBN-13: 978-1107611714)</p> <p>Moravcsik, A. (2012). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Routledge. (ISBN-13: 978-1137604433)</p> <p>Recommended literature:</p>	



- Nugent, N. (2017). The Government and Politics of the European Union. Palgrave Macmillan. (ISBN-13: 978-1137607687)
- Pinder, J., & Usherwood, S. (2013). The European Union: A Very Short Introduction. Oxford University Press. (ISBN-13: 978-0199681693)
- Richardson, J. (2015). European Union: Power and Policy-Making. Routledge. (ISBN-13: 978-0415739425)
- Simms, B. (2019). Europe: The Struggle for Supremacy, from 1453 to the Present. Basic Books. (ISBN-13: 978-0465096763)
- Wiener, A., & Diez, T. (Eds.). (2016). European Integration Theory. Oxford University Press. (ISBN-13: 978-0198820604)

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

Knowledge

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

Ability

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

Attitude

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

Autonomy and responsibility

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



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

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

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

Name of the course: European Politics 2.	ECTS credits: 3
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 80-20	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester	
Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>Students will explore the impact of EU membership on member states' domestic politics, particularly on their economic and social policies. They will also gain an understanding of the main policy areas that the EU has competence in, including trade, immigration, environmental protection, and security and defense.</p> <p>In addition to lectures, the course will include discussions, case studies, and simulations of EU decision-making processes to help students develop a critical understanding of EU politics and governance. By the end of the course, students will have a thorough understanding of the political landscape of the EU and its member states and the challenges and opportunities facing the EU in the 21st century.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Cini, M., & Borragán, N. P.-S. (2021). European Union Politics. Oxford University Press. (ISBN-13: 978-0198806530)</p> <p>Dinan, D. (2015). Institutions and Governance in the European Union. Palgrave Macmillan. (ISBN-13: 978-1137306456)</p> <p>Jones, E., Menon, A., & Weatherill, S. (Eds.). (2012). The Oxford Handbook of the European Union. Oxford University Press. (ISBN-13: 978-0199689675)</p> <p>Lelieveldt, H., & Princen, S. (2015). The Politics of the European Union. Cambridge University Press. (ISBN-13: 978-1107611714)</p> <p>Moravcsik, A. (2012). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Routledge. (ISBN-13: 978-1137604433)</p>	



Recommended literature:

- Nugent, N. (2017). The Government and Politics of the European Union. Palgrave Macmillan. (ISBN-13: 978-1137607687)
- Pinder, J., & Usherwood, S. (2013). The European Union: A Very Short Introduction. Oxford University Press. (ISBN-13: 978-0199681693)
- Richardson, J. (2015). European Union: Power and Policy-Making. Routledge. (ISBN-13: 978-0415739425)
- Simms, B. (2019). Europe: The Struggle for Supremacy, from 1453 to the Present. Basic Books. (ISBN-13: 978-0465096763)
- Wiener, A., & Diez, T. (Eds.). (2016). European Integration Theory. Oxford University Press. (ISBN-13: 978-0198820604)

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

Knowledge

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

Ability

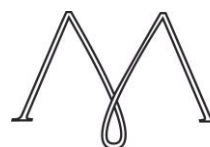
- Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability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

Attitude

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

Autonomy and responsibility

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

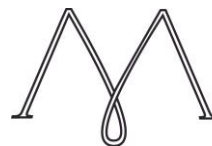


- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.
 - He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science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

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

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

Name of the course: The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character': Lecture, presentation with the most relevant ideas of political thought.	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: Sources and literature reading and make comparative analysis.	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any): –	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The aim of the course is to analyze the different political concepts of the Central Europe and to highlight the specifics of regional development in the past and present. Therefore the aim of the course will be to overcome the one-track national approaches and to develop the comparative and cross-regional approach with the understanding of the position of the Visegrad countries. To understand Central European developments since 1989 it is necessary to get acquainted with the main turning points of modern political and social history of the respective countries of Central European geopolitical space on one hand and to undertake some comparative research into similarities and differences of such developments on the other hand. Continuous attention will be dedicated to political elections in Central European countries (with emphasis on countries such as Czech Republic and Slovak Republic). Main topics: Introduction of the region and political development of Central Europe after the fall of the Habsburg Monarchy (foreign and bilateral policy, minorities); Transition to Democracy and problems with Democratic Consolidation; National minorities and minority legislation in the Visegrad countries; Central Europe in the Czech, Slovak and Hungarian foreign policy (common and individual interests); Visegrad group (constitution, development, interpretation).</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	



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

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

Recommended literature:

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

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

Knowledge

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

Ability

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

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social environment.
- To the best of his/her ability, he/she is committed to serving and representing the interests of



the profession.

- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.
- He/she has a constant need for self-education and respect for the political opinions of others in public life.
- He/she is characterised by insight, creativity and methodological awareness.

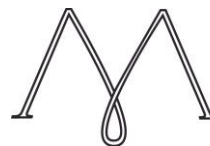
Autonomy and responsibility

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

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

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

Core Courses Related to International Relations block (80-100 credits)	
Field: Practice of International Law (5-40 credits)	
Courses: 1) Human and Minority Rights 2) Case Studies in International Law	
Name of the course: Human and Minority Rights	ECTS credits: 4
Type of the course: obligatory/optional	
The degree of <u>theoretical</u> or practical nature of the subject, its 'training character': 55 (credit %)	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
In the course, we will review the catalog of human rights and the international basic	



institutions for the protection of human rights. We will put special emphasis on the minority rights, what are their sources and what international human rights mechanisms are available to address issues concerning minorities. We will analyze the situation of minority rights in the world by reviewing Human Rights Watch's reports. Especially important topics would be education, land rights, linguistic rights, non-discrimination, participation, religion, rights to development and self-determination. Refugee and asylum seeker's rights and also adjudications regarding them will be discussed in the course.

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

Mandatory literature:

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

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

UN (2010): *Minority Rights: International Standards and Guidance for Implementation*. NY-Geneva. available at: https://www.ohchr.org/sites/default/files/Documents/Publications/MinorityRights_en.pdf

Recommended literature:

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

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

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

Knowledge

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

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based



on the interdisciplinary knowledge acquired.

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

Attitude

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

Autonomy and responsibility

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

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

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

Name of the course: Cases Studies in International Law	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or <u>practical</u> nature of the subject, its 'training character': 75 (credit %)	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of the course is to apply theoretical knowledge of international law and better understand actual world political events, happenings, conflicts between states, human rights	



violations. We will review the practice of the International Criminal Court and International Court of Justice. In details we will deal with certain legal cases in more detail, like the Gabčíkovo-Nagymaros case, the strategic litigation programme of Minority Rights Group International and the international recognition of Kosovo. We will learn about peacemaking, peaceenforcement and peacekeeping cases, the Oslo process (PLO-Israel, norwegian facilitators) and the Afghanistan case (NATO-led missions).

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

Mandatory literature:

Minority Rights Group: Legal cases. available at:

<https://minorityrights.org/programmes/legal-cases/>

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

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

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

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

Recommended literature:

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

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

Knowledge

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

Ability

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

Attitude

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



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

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

Autonomy and responsibility

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

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

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

Core Courses Related to International Relations block (80-100 credits)	
Field: International Economics (5-40 credits)	
Course: 1) Theory and Practice of Economic Integration	
Name of the course: Theory and Practice of Economic Integration	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of <u>theoretical</u> or practical nature of the subject, its 'training character': 55 (credit %)	
Type of lesson: <u>lecture</u> / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 1.	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
In the course we shall go through the development of the theory of economic integration and also its practice. Among the three levels of economic integration we will put emphasis on global integration via World Trade Organization, and regional integration through a partnership between countries in the same geographical area approaches economic integration (ASEAN , NAFTA , USAN , European Union , AfCFTA , Eurasian Economic Union ;	



[Comprehensive Economic Partnership for East Asia](#), [Transatlantic Free Trade Area](#)). We will also analyse the new silk road, which encourage political and economic cooperation between China and its partner countries, but serves as a means of empire building.

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

Mandatory literature:

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

I.1.1 Miller, T (2019): China’s Asian dream: Empire building along the new silk road. Zed Books, ISBN 9781786997449

Recommended literature:

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

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

Knowledge

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

Ability

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

Attitude

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



the profession.

Autonomy and responsibility

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

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

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

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



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

Mandatory literature:

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

Recommended literature:

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

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

Knowledge

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

Ability

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



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

Attitude

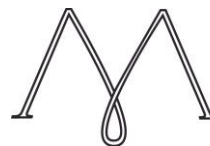
- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring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

Autonomy and responsibility

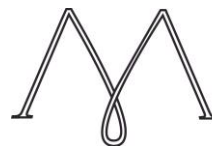
- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the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

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

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



<p>Core Courses Related to International Relations block (80-100 credits)</p> <p>Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages (5-30 credits)</p> <p>Course: 1) Reading Foreign Policy Texts 1. 2) Reading Foreign Policy Texts 2.</p>	
<p>Name of the course: Reading Foreign Policy Texts 1.</p>	<p>ECTS credits: 4</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-</p>	
<p>Assessment method (exam / term mark / other): other</p>	
<p>Curriculum place of the subject (number of semesters): 1.</p>	
<p>Prerequisites (if any): -</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>In these interactive, practical courses, students are introduced to key foreign policy sources and texts. They read and analyse these various texts together and learn about the tools and specific terminology of diplomacy too. The first course will focus on the great classics of diplomacy (e.g. Satow, Kissinger).</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature: Hutchings, Robert – Suri, Jeremi (2019): <i>Modern Diplomacy in Practice</i>. Springer. ISBN 978-3-030-26933-3. Available here: https://link.springer.com/book/10.1007/978-3-030-26933-3 Satow, Ernest (2011): <i>A Guide to Diplomatic Practice. Vol. 1</i>. Cambridge: Cambridge UP. ISBN 9780511995194. Available here: https://www.cambridge.org/core/books/guide-to-diplomatic-practice/CE8BCA8ECE89A4F5D89191AA7FC5B0B8 Kissinger, Henry (1994): <i>Diplomacy</i>. New York: Simon and Schuster. ISBN 978-0-671-65991-2.</p>	
<p>Recommended literature: Clark, Michael ed. (1989): <i>Understanding Foreign Policy. The Foreign Policy Systems Approach</i>. Cheltenham: Edward Elgar Publishing. ISBN 9781852781231. Available here: https://www.e-elgar.com/shop/gbp/understanding-foreign-policy-9781852781255.html Mc Cormick, James M. (2017): <i>The Domestic Sources of American Foreign Policy: Insights and Evidence</i>. Lanham: Rowman & Littlefield. ISBN 978-1-4422-7536-2. Available here: https://rowman.com/ISBN/9781442275362/The-Domestic-Sources-of-American-Foreign-Policy-Insights-and-Evidence-Seventh-Edition</p>	



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

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of human rights and minority rights regimes and their regional systems.
- Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.
- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

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



- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.

Attitude

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

Autonomy and responsibility

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

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

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

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



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

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

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

Mandatory literature:

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

United Nations Charter (1945). Available here:

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

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

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

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

Recommended literature:

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

UN/Department of Public Information (2018): *The Essential UN*. New York: UN/Department of Public Information. ISBN 9789211013726. Available here:

<https://shop.un.org/books/essential-un-20357>

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

Knowledge

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



determine the basic trends in social science thinking.

- Knowledge and understanding of the linguistic content of the specialized languages previously studied.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

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

Attitude

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

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, repre-



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

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

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

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

Specialisation Nr. 1. China and South-East and Central Asian Region

Courses: 1) Chinese Language 1. 2) China Culture and Knowledge 1. 3) The Politics of China and South-East Asia in 20th and 21st Centuries 4) Chinese Language 2. 5) China Culture and Knowledge 2. 6) The Economy of China and South-East Asia in 20th and 21st Centuries 7) Chinese Language 3. 8) China Culture and Knowledge 3. 9) Central Asia in the 20th - 21st Centuries

Name of the course: Chinese Language 1.

ECTS credits: 4

Type of the course: obligatory/optional

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

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

Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:

Assessment method (exam / term mark / other): term mark, based on midterm assignments and test

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

Prerequisites (if any): -

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

This course is designed for students who have little or no prior knowledge of Mandarin Chinese, the modern spoken and written national language of China. One of the aims of the course is to raise students' interest in the Chinese language. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.



Objectives of the course:

- Learn to use the Pinyin system as a tool;
- Learn approximately 75 Chinese characters and phrases;
- Develop basic literacy in Chinese characters;
- Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner;
- Be able to participate in short conversations in Chinese on everyday life topics.

The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills.

The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.

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

Mandatory literature:

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

Recommended literature:

Highly recommended books:

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

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

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

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

Knowledge

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

Ability

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

Attitude

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



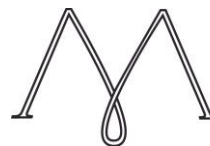
Autonomy and responsibility

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

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

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

Name of the course: Chinese Language 2.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / seminar / <u>practice</u> / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any): Chinese Language 1.	
Course description: a concise yet informative description of the knowledge to be acquired	
As the continuation of the Chinese Language 1 course, this is designed for students who have little knowledge of Mandarin Chinese, the modern spoken and written national language of China. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.	
<u>Objectives of the course:</u>	
<ul style="list-style-type: none"> • Continue to learn to use the Pinyin system as a tool; • Develop basic literacy in Chinese characters; • Learn approximately 150 Chinese characters and phrases; • Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; • Be able to participate in short conversations in Chinese on everyday life topics. 	
The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills. The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	
Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014	



Recommended literature:

Highly recommended books:

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

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

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

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

Knowledge

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

Ability

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

Attitude

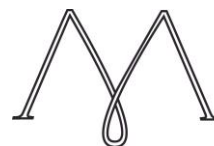
- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is characterised by insight, creativity and methodological awareness.

Autonomy and responsibility

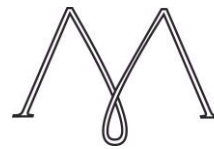
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

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

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



Name of the course: Chinese Language 3.	ECTS credits: 4
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / seminar / <u>practice</u> / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): Chinese Language 2.	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>As the continuation of the Chinese Language 1 and 2 courses, it is designed for students who have learned Mandarin Chinese for about 60 hours systematically, the modern spoken and written national language of China. The course aims to develop students' basic communicative skills in listening, speaking, reading, and writing, with an emphasis on practical conversational language.</p> <p><u>Objectives of the course:</u></p> <ul style="list-style-type: none"> • Continue to learn to use the Pinyin system as a tool; • Develop basic literacy in Chinese characters; • Learn approximately 200 Chinese characters and phrases; • Learn to apply vocabulary and patterns learned in a linguistically, socially and culturally appropriate manner; • Be able to participate in short conversations in Chinese on everyday life topics. <p>After completing the course, students will be able to pass the HSK1 language exam.</p> <p>The native-speaker and Hungarian teachers jointly hold the seminars to help the best acquisition of language knowledge and communication skills.</p> <p>The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Jiang Liping, HSK Standard Course 1. Beijing Language & Culture University Press, 2014 Jiang Liping, HSK Standard Course 2. Beijing Language & Culture University Press, 2014</p> <p>Recommended literature: Highly recommended books: Ma Jianfei, Great Wall Chinese. Beijing Language and Culture Press, 2006 Zeng Xiaoyu, Experiencing Chinese(life). Beijing Higher Education Press, 2011 Wang Yu, Comprehensive Elementary Chinese Course. Beijing University Press, 2008</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability,	



etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

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

Ability

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

Attitude

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

Autonomy and responsibility

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

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

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

Name of the course: China Culture and Knowledge 1.	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / <u>term mark</u> / other): term mark, based on midterm assignments and test	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	



This course is generally designed to present students an overview of Chinese culture and civilization in different aspects, aiming to develop student's cross-culture awareness in communication which might be helpful in their future career in the field of international relations.

For China culture and knowledge 1, the focus will be on introduction of Chinese culture from language perspective and the active practice of conventions.

The native-speaker teachers hold the seminars to deliver the authentic cultural and social knowledge.

The teaching is supported by original multimedia in the audio and video lab of the Confucius Institute.

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

Mandatory literature:

HE Qiliang & ZHANG Ye (何其亮 张晔), A Talk on Traditional Chinese Culture--The Language Perspective, Zhejiang University Press

Recommended literature:

SHU Dingfang, New Target College English Readings in Chinese Culture (中国文化英语教程), Shanghai Foreign Language Education Press, 2016

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

Knowledge

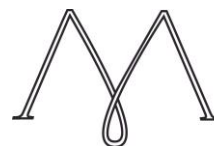
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge and understanding of the domestic, European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

Ability

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

Attitude

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



<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> - He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora. - He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.
<p>Course director (name, position, academic degree): Fan, Liyun, Master teacher</p>
<p>Instructor involved in the teaching of the course (if any): Wang, Zhichun, MA, Chinese teacher</p>

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



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

Knowledge

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

Ability

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

Attitude

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

Autonomy and responsibility

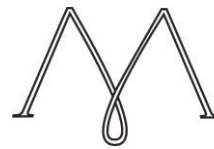
- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation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

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

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



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



Ability

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

Attitude

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

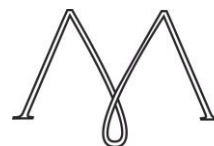
Autonomy and responsibility

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

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

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

Name of the course: The Politics of China and South-East Asia in the 20th and 21st Centuries	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam, oral examination	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired In the framework of the subject, students get acquainted with the politics and political systems of East and South-East Asian countries, their development and characteristics. The mechanism of the so-called developmental state (coordination) is presented and evaluated. The course offers core knowledge to introduce and understand the role of states, and the decision making procedures. The South-East Asian countries accumulated an essential experience on integration and eco-political cooperation (ASEAN). The teaching is supported by online applications and electric materials, multimedia contents.	



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

Mandatory literature:

Kolodko, Grzegorz W: China and the future of globalization: The political economy of China's rise, London, Tauris 2020.
Shambaugh, David: China's Future. Polity Published, 2016.

Recommended literature:

Economy, Elizabeth C.: The Third Revolution: Xi Jinping and the New Chinese State. Oxford, Oxford University Press, 2018.
Idris, Aida – Kamaruddin, Nurliana (ed.): ASEAN Post-50: Emerging Issues and Challenges, Singapore, Springer, 2019

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

Knowledge

- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.

Ability

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

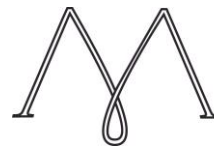
Attitude

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

Autonomy and responsibility

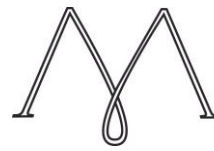
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

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



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

Name of the course: The Economy of China and South-East Asia in the 20th and 21st Centuries	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam, oral examination	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>In the 20th Century the Asian economies' modernisation and integration could be observed. The economic opening of the countries has transformed not only the continent, but the entire world. The development has reallocated the economic resources and actors both in space and sectors. China deserves special attention due to its history, size and location. The complexity and uniqueness of the largest Asian economy has already generated many investigations, studies, presentations and discussions about its special situation and relationships. The course offers a synthesis of these publications.</p> <p>The teaching is supported by online applications and electric materials, databases.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Wu Jinglian: Chinese Economic Reform. Singapore, Thomson HE, 2005. Nolan, Peter: China and the global economy: National champions, industrial policy and the big business revolution, New York, Palgrave, 2001. Dent, Christopher M.: Asia-Pacific economic and security co-operation: New regional agendas. New York, Pallgrave Macmillan, 2009.</p>	
<p>Recommended literature: Jinglian Wu: Understanding and Interpreting Chinese Economic Reform, Texere, 2005. OECD: Economic surveys, 2005: China, Paris, 2005. Doug Guthrie: China and globalization. The social, economic and political transformation of Chinese society. New York, Routledge, 2012. Kuttor, D: New drivers of industrialization and novel aspects of Hungarian-Chinese bilateral cooperation Chinese foreign investments in Hungary, Tér és Társadalom, 36(3), 2022</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	



Knowledge

- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.
- Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.
- Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

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

Attitude

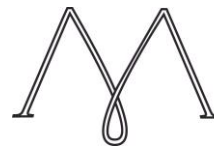
- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and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

Autonomy and responsibility

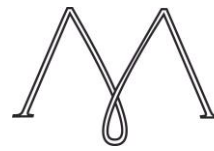
- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the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

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

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



Name of the course: Central Asia in the 20th - 21st Centuries	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 90-10%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The aim of this course is to explore one of the least known, yet very important and exciting regions of the world, Central Asia, focusing in particular on events in the 20th and 21st centuries, but without avoiding the events of the past. We will focus primarily on the Central Asian republics of the former Soviet Union, and then on independent Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan and the somewhat different Tajikistan, all countries declared independence in 1991, but we cannot ignore Afghanistan as well. We also look at China and Mongolia. We look at the history of the Khanates, then the decades of Soviet rule, and finally the eventful, controversial and often turbulent period of the last 30 years or so. The lectures will also analyse the region from geopolitical, economic, social, religious and cultural perspectives.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Khalid, Adeeb (2022): <i>Central Asia. A New History from the Imperial Conquest to the Present</i>. Princeton: Princeton University Press. ISBN 9780691161396. Malikov, Yuriy (2019): <i>Modern Central Asia. A Primary Source Reader</i>. Lanham: Lexington Books. ISBN 978-1-7936-1217-5. Sahadeo, Jeff – Zanca, Russell (2007): <i>Everyday Life in Central Asia: Past and Present</i>. Bloomington: Indiana University Press. ISBN 9780253219046. Available here: https://www.jstor.org/stable/j.ctt16gznnw</p>	
<p>Recommended literature: Hiro, Dilip (2009): <i>Inside Central Asia: A political and cultural history of Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkey, and Iran</i>. New York: Peter Mayers Publishers. ISBN 9781590202210. Cummings, Sally N. (2012): <i>Understanding Central Asia. Politics and contested transformations</i>. Abingdon: Routledge. ISBN 978-0415297035 Vambéry, Arminius (1864): <i>Travels in Central Asia</i>. London: Spottiswoode and Co. Available here: https://www.gutenberg.org/files/41751/41751-h/41751-h.htm</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	



Knowledge

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

Ability

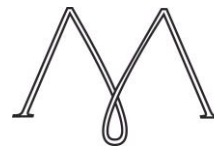
- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

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

Autonomy and responsibility

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



<p>rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.</p> <p>- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.</p>
<p>Course director (name, position, academic degree): Zsolt András Udvarvölgyi, PhD, dr. habil, college professor</p>
<p>Instructor involved in the teaching of the course (if any): -</p>

<p>Specialisations within the Core Courses Related to International Relations Block (Block (the minimum number of credits of specialised knowledge is 30 credits)</p> <p>Specialisation Nr. 2. Central Europe (Nations and Minorities)</p> <p>Courses: 1) Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21st Centuries in Central Europe 2) The Historical Concept of Central Europe: Approaches, Theories and Debates 3) National Policy of Hungary 4) Roma Society in Central Europe 5) Past and Present of Hungarian Beyond the Borders. Reading Seminar 6) Nations and Cultures in Central Europe in the 19th and 20th Centuries 7) Central Europe: Approaches for Social Theory and Social Psychology 8) Balkan Studies. Seminar 9) Jewish Integration, Anti-Semitism and Holocaust in Central Europe</p>	
<p>Name of the course: Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21st Centuries in Central Europe</p>	<p>ECTS credits: 5</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character':</p>	
<p>Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (exam / term mark / other): term mark</p>	
<p>Curriculum place of the subject (number of semesters): 2.</p>	
<p>Prerequisites (if any):</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p>	
<p>During the course students will be acquainted with the most important legal documents related to minority protection in Central Europe, furthermore they will have a detailed legal, historical, demographical, sociological, historical, and political knowledge about the region's interethnic relations. Doing so, students will learn about the basic concepts stemming from minority sociology, anthropology, social-psychology and nationalism studies which are necessary for interpretation for interethnic relations. By complying the course students will be able to identify, to understand and</p>	



interpret social processes regarding national and ethnic minorities, the role of kin-state and everyday practice of nationalising nation state.

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

Mandatory literature:

Bárdi, Nándor – Fedinec, Csilla – Szarka, László (ed.): Minority Hungarian communities in the twentieth century. Boulder, Atlantic Research and Publications, Inc., 2011. (East European monographs; 774.) (ISBN 978-0-88033-677-2) 503–516. p.

Lantschner, E. – Constantin, S. – Marko, J. (ed.): Practice of Minority Protection in Central Europe. Nomos, Baden, 2012. (ISBN 978-3-8329-6025-4)

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

Recommended literature:

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

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

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

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

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

Knowledge

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

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

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

Ability

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

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

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

Attitude

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



searcher.

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

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

Autonomy and responsibility

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

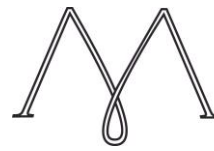
He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.

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

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

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

Name of the course: The Historical Concept of Central Europe: Approaches, Theories and Debates	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional (compulsory elective)	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (<u>exam</u> / term mark / other): exam	
Curriculum place of the subject (number of semesters): 2 .	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The lectures offer an overview about the theories, which aim to understand the identity of Central Europe. The literature of this topic includes a wide range of academic work, which differs fundamentally in terms of the geographical-political borders of the region, the emphases they attribute to the various characteristics in forming Central European identity, as well as their orientation to mere theoretical significance or one with practical relevance towards future political structures. The course covers historiographical and historical material and has a clear objective to help the students to a deeper reflection of Central European cultural identity. We follow the historiographical process by which the originally politically inspired concept is increasingly interwoven by cultural and social historical approaches and methods. The course also discusses and interprets the changing popularity of the approach 'Central Europe' in academic discourse.	



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

Mandatory literature:

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

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

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

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

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

Recommended literature:

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

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

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

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

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

Knowledge

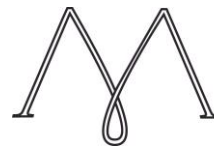
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the specificities of main civilisations, cultures and major world religions.
- Knowledge of the deeper context of international political,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

Ability

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

Attitude

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



- He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he finds useful.
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.

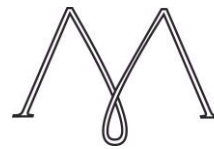
Autonomy and responsibility

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

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

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

Name of the course: National Policy of Hungary	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
During the course we will discuss the foundations of Hungarian national policy, its formal and substantive framework, and clarify the concepts of „nation”, „state” and „minority”. We will also briefly review the history of Hungarian minorities. Special emphasis will be placed on the international framework and context of Hungarian national policy in international law and European Union law. The history and current situation of Hungarian political parties and movements and minority organisations in neighbouring countries, in particular Romania, Slovakia, Serbia, Ukraine, Croatia and Slovenia, will also be discussed. We will also cover the demographic situation, educational, cultural and ecclesiastical organisations of Hungarians living beyond the borders. It is important to discuss the Act of Hungarians living in neighbourhood countries („Status Law”) and Hungarian citizenship. Finally, we will attempt to discuss the national policies of the Hungarian governments that have been in power since 1990.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	
Bárdi, Nándor (2003): Hungary and the Hungarians Living Abroad: a Historical Outline. in: Regio	



6/1. pp. 121-138. Available here:

https://www.academia.edu/en/8367145/Hungary_and_the_Hungarians_Living_Abroad_a_Historcical_Outline_Regio_2003_121_138_p

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

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

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

Recommended literature:

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

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

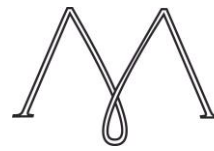
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

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

Ability

- Ability to define the economic and political interests of the various players in the international



system and their interrelationships.

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

Attitude

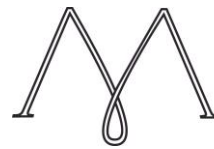
- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open and receptive to a wide range of international research findings in his/her field and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

Autonomy and responsibility

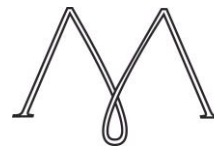
- He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.
- He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the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

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

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



Name of the course: Roma Society in Central Europe	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 40-60%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The course provides a general background to the study of Central European Romani communities, their history, culture and social and political organizations. It also concentrates on socialist and post socialist policies towards the Roma, with a special focus on the impact of post socialist European policies on Romany identity-building processes. During the semester, the issue of ethnic identity, the categorization of Roma, the question on ethnic data, as well as the approaches of Roma question (such as historical point of view, social situation perspective, cultural point of view and social-psychological point of view) will also be highlighted. The second part of the course is dedicated to country studies, looking in more details on the country-specific conditions of Romani communities. The course aims to improve the students understanding of key concepts and ideas regarding the Roma, such as equal opportunity, cultural reproduction of discrimination, assimilation, segregation, etc. It also focuses on improving critical thinking skills by analyzing and understanding different policies towards Roma in Central European countries.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Guy, Will (ed.): <i>Between Past and Future. The Roma of Central and Eastern Europe.</i> Hatfield, University of Hertfordshire Press, 2001. Stauber, Roni – Vago, Raphael (ed.): <i>The Roma. A Minority in Europe. Historical, Political and Social perspectives.</i> Budapest-New York, Central European University Press, 2007. Stewart, Michael – Márton, Rövid (ed.): <i>Multidisciplinary Approaches to Romany Studies.</i> Selected papers from the participants of Central European University's Summer Course, 2007–2009. Budapest-New York, Central European University Press, 2011. Szelényi, Iván – Ladányi, János: <i>Patterns of Exclusion. Constructing Gypsy Ethnicity and the Making of an Underclass in Transitional Societies of Europe.</i> New York: Columbia University Press, 2006</p> <p>Recommended literature: Gay y Blasco, Paloma: <i>Gypsy/Roma Diasporas. Introducing a Comparative Perspective.</i> In: <i>Social Anthropology</i>, 2002. Vol. 10. No. 2. Péntes, J. – Radics, Zs. (ed.): <i>Roma Population on the Peripheries of the Visegrad Countries-Spatial Trends and Social Challenges.</i> Debrecen, Didakt kft., 2012. Vermeersch, P.: <i>The Romani Movement.</i> Berghahn Books, New York, 2007.</p>	
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes	



Knowledge

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

Ability

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

Attitude

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

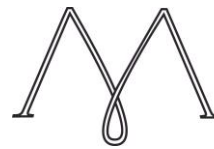
Autonomy and responsibility

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

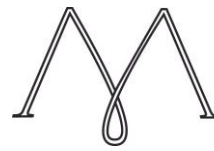
Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor

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

<p>Name of the course: Past and Present of Hungarians Beyond the Borders. Reading Seminar</p>	<p>ECTS credits: 4</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature_of the subject, its 'training character': 10-90%</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-</p>	



Assessment method (exam / term mark / other): term mark
Curriculum place of the subject (number of semesters): 3.
Prerequisites (if any): -
Course description: a concise yet informative description of the knowledge to be acquired
In connection with the previous course, „National Policy of Hungary”, we will study the past and present of Hungarians living beyond the borders of Hungary in more detail in these classes. We will look at the turbulent history of the indigenous Hungarian minorities living in Romania, Slovakia, Serbia, Ukraine, Croatia, Slovenia and Austria and the most important political-economic-social developments related to them after the transition. We will also look at the situation of the Hungarian diaspora in other European countries and around the world. This will be a classic „old-fashioned” reading seminar, where students will read and work through the required and recommended readings at home and discuss them during the course. The reading list might of course be extended according to the students’ individual research.
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)
<p>Mandatory literature:</p> <p>Gereben, Ferenc (ed.) (2002): <i>Hungarian Minorities and Central Europe. Regionalism, National and Religious Identity</i>. Piliscsaba: Pázmány Péter Catholic University Faculty of Humanities. ISBN 963 9296 40 6. Available here: https://mek.oszk.hu/20000/20020/20020.pdf</p> <p>Bárdi, Nándor – Fedinec, Csilla – Szarka, László (2011): <i>Minority Hungarian Communities in the Twentieth Century</i>. in: Romsics, Ignác (ed.): <i>Atlantic Studies on Society in Change</i>. No. 138. New York: Columbia University Press. ISBN 978-0-88033-677-2. Available here: http://real.mtak.hu/20674/1/minority2011_final.pdf</p> <p>Bárdi, Nándor (2005): <i>Generation Groups in the History of Hungarian Minority Elites</i>. in: <i>Regio</i> 8/1. pp. 109-124. Available here: https://www.cceol.com/search/article-detail?id=90860</p> <p>Bárdi, Nándor (2013): <i>Different Images of the Future of the Hungarian Communities in Neighbouring Countries, 1989–2012</i>. in: <i>European Review</i> 21/4. October. pp. 530-552. Available here: https://www.cambridge.org/core/journals/european-review/article/abs/different-images-of-the-future-of-the-hungarian-communities-in-neighbouring-countries-19892012/870A1F5DC9E54208D689B54DE3A5CE08</p> <p>Recommended literature:</p> <p>Kontler, László (2009): <i>A History of Hungary. Millenium in Central Europe</i>. Budapest: Atlantisz. ISBN: 9789639777057.</p> <p>Kocsis, Károly – Kocsis-Hodosi Eszter (1998): <i>Ethnic Geography of the Hungarian Minorities in the Carpathian Basin</i>. Budapest: Geographical Research Institute Research Centre for Earth Sciences and Minority Studies Programme Hungarian Academy of Sciences. ISBN 963 7395 84 9. Available here: http://www.mtafki.hu/konyvtar/kiadv/Ethnic_geography.pdf</p> <p>Ferencz S. Alpár et al. (2020): <i>The Szeklers: An Illustrated History</i>. Székelyudvarhely: Hargita Megyei Hagyományörzési Forrásközpont.</p> <p><i>Hungarian Journal of Minority Studies Vol. 1.</i> (2017) Available here: https://bgazrt.hu/hungarian-journal-of-minority-studies-vol-i-2017/</p> <p><i>Hungarian Journal of Minority Studies Vol. 3.</i> (2020) Available here: https://bgazrt.hu/hungarian-journal-of-minority-studies-vol-iii-2020/</p>
The list of the prescribed professional competences and competence elements (knowledge, ability,



etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

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

Ability

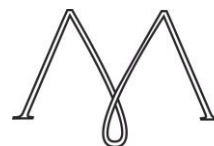
- Ability to define the economic and political interests of the various players in the international system and their interrelationships.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections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

Attitude

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

Autonomy and responsibility

- He/she is an autonomous and responsible actor in the academic life of his/her field, representing



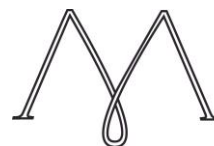
his/her professional principles and research results in all possible fora.

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

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

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

Name of the course: Nations and Cultures in Central Europe in the 19th and 20th Centuries	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): oral exam, presentation	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>This course's aim is to provide students with an overview of nineteenth- and twentieth-century history while also examining the social changes that occurred in Central Europe during this period. The course material expressly distances itself from the discussion of single political or historical events in favor of analyzing certain issues and methods. Within this context the course will focus on nationalism, national movements, the tools used for nation building and interethnic conflicts. Fascism and communism will be discussed from the viewpoint of the everyday citizen living at the time. To gain a deeper and more comprehensive understanding of the period's history and culture, five film viewings will be held as a part of the course.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
Mandatory literature:	
<p>Larry Wolff: <i>Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment</i>. Stanford, Calif.: Stanford University Press, 1994, pp. 1-16.</p>	



Igor Cusack: African National Anthems: 'Beat the Drums, the Red Lion Has Roared' *Journal of African Cultural Studies*, Vol. 17, No. 2 (Dec., 2005), pp. 235-251

Eric Hobsbawm: Mass-Producing Traditions: Europe, 1870-191, in E.Hobsbawm and Terence Ranger, eds. *The Invention of Tradition* (Cambridge 1983), 1-14.

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

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

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

Recommended literature:

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

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

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

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

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

Knowledge

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

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

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

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

Ability

Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on



the interdisciplinary knowledge acquired.

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

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

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

Attitude

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

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

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

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

Autonomy and responsibility

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

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

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

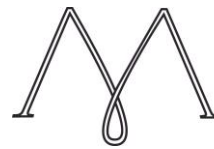
He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.

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

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



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



- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the main current issues and dilemmas of Hungarian foreign policy.

Ability

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

Attitude

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

Autonomy and responsibility

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

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

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

Name of the course: Balkan Studies. Seminar	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character':	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given	



<p>semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>
<p>Assessment method (exam / term mark / other): term mark</p>
<p>Curriculum place of the subject (number of semesters): 4.</p>
<p>Prerequisites (if any):</p>
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>During the course students will be acquainted with the history and contemporary developments in the politics, economy, society and culture of the Balkan Peninsula countries, i.e. South East European countries. Therefore, the seminar will concentrate not only on the history of the region, but on the different sociological and anthropological interpretation of the Balkan region. The seminar addresses students with a deep, controversial, multidisciplinary exploration of the “Balkan” understood as a geographical territory characterized by specific every day and symbolic, historical values. Students of the seminar will also have opportunity to know and interpret up-to-date researches concerning the Balkan region.</p>
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p> <p>Mandatory literature: Jelavich, Barbara: History of the Balkans. Eighteenth and Nineteenth Centuries. Vol. 1. Cambridge University Press. 1983. ISBN 0-521-25249-0. Jelavich, Barbara: History of the Balkans. Twentieth Century. Vol. 2. Cambridge University Press. 1983. ISBN 13 978-0-521-27459-3. Todorova, Maria: Imagining the Balkans. Updated Edition. Oxford University Press, 2009. ISBN 978-0-19-538786-5 Petrovic, Tanja (ed.): Mirroring Europe. Ideas of Europe and Europeanization in Balkan Societies. Brill – Leiden, Boston, 2014. ISBN 978-90-04-27507-02.</p> <p>Recommended literature: Todorova, Maria: Scaling the Balkans. Essays on Eastern European Entanglements. Brill – Leiden, Boston, 2019 Daskalov R et. ali. (eds.): Entangled History of the Balkans. Volume Four: Concepts, Approaches, and (Self-)Representations. Brill – Leiden, Boston, 2017. https://www.britannica.com/place/Balkans</p>
<p>The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes</p> <p>Knowledge He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region. Knowledge of the context of the most significant world political conflicts and crises of the 21st</p>



century.

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

Ability

Ability to use political science concepts consistently.

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

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

Attitude

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

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

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

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

Autonomy and responsibility

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

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

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

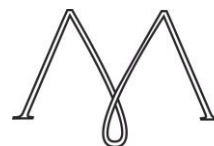
He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

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

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



Name of the course: Jewish Integration, Anti-Semitism and Holocaust in Central Europe	ECTS credits: 5
Type of the course: <u>obligatory</u> /optional (Compulsory elective)	
The degree of theoretical or practical nature of the subject, its 'training character': theoretical	
Type of lesson: <u>lecture</u> / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge: --	
Assessment method (exam / term mark / other): exam	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): --	
Course description: a concise yet informative description of the knowledge to be acquired The course presents the history of Jews in Central Europe and offers a detailed discussion of the topic beginning with the era of the Enlightenment, but certain aspects of prior Jewish history are also addressed. The lectures deal with the circumstances and special features of Central European Jewish settlement and integration, the socio-economic and political conditions of Jews, the operation of Jewish-Christian relations, and the challenges of assimilation. As a further objective, the course reveals the roots and working mechanisms of modern-day anti-Semitism and, lastly, it provides details of the history and ramifications of the Holocaust in Central European countries. Beyond historical facts, the lectures convey and support unprejudiced and anti-stereotypical thinking in an effort to raise awareness of democratic principles and responsible citizenship.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Brustein, William I.: <i>Roots of Hate. Anti-Semitism in Europe before the Holocaust.</i> Cambridge, 2003, Cambridge UP, pp. 49–58, 77–82, 95–117, 177–189, 265–278. ISBN 978-0-511-06890-4 eBook http://vignette4.wikia.nocookie.net/rationality/images/1/15/Roots-of-Hate-Anti-Semitism-in-Europe-Before-the-Holocaust.pdf/revision/latest?cb=20140131084621&path-prefix=ro</p> <p>Friedlander, Saul: <i>Nazi Germany and the Jews, 1933–1945.</i> New York, 2009, HarperCollins. ISBN 978-0-06-177730-1 http://www2.dsu.nodak.edu/users/dmeier/28107437-Nazi-Germany-and-the-Jews-1933-1945-Abridged-Edition-2009-Malestrom.pdf</p> <p>Richarz, Monika: <i>The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries.</i> https://silo.tips/download/8-the-history-of-the-jews-in-europe-during-the-nineteenth-and-early-twentieth-ce</p>	
<p>Recommended literature:</p> <p>Karady, Victor: <i>The Jews of Europe in the Modern Era. A Socio-Historical Outline.</i> Budapest, 2004, CEU Press. ISBN 963-9241-52-0 https://books.google.hu/books/about/The_Jews_of_Europe_in_the_Modern_Era.html?</p>	



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

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

Knowledge

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

Ability

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

Attitude

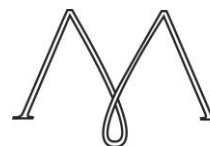
- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently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

Autonomy and responsibility

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

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

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



<p>Specialisations within the Core Courses Related to International Relations Block (Block (the minimum number of credits of specialised knowledge is 30 credits)</p> <p>Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation</p> <p>Courses: 1) Key Issues Facing the Global World. Introduction 2) Direct and Indirect Natural and Social Impacts of Climate Change 3) Reading Environmental Literature. Seminar 4) Limits to Social Progress 5) The Theory of Deep Adaptation 6) The Practice of Deep Adaptation 7) Adaptive Risk Management and Change Management 8) Adapting to Climate Change. Individual and Community Resilience 9) Climate Adaptation Social Psychology</p>	
<p>Name of the course: Key Issues Facing the Global World. Introduction</p>	<p>ECTS credits: 5</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character': 60-40%</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-</p>	
<p>Assessment method (exam / term mark / other): exam</p>	
<p>Curriculum place of the subject (number of semesters): 2</p>	
<p>Prerequisites (if any): -</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>As the entry to the specialization „Climate Change, Sustainability and Deep Adaptation”, this course will introduce a number of important issues affecting most of the world today, and examine the impact that they have and how they are addressed by different political systems. The course is designed to promote global citizenship and competency of the twenty-first century while providing students opportunities to understand world issues from multiple perspectives. The course strives to deepen students’ understanding of varied 62 global regions, the historical context of modern issues, and the implications of global decision-making.</p> <p>We shall work to: • develop a clearer understanding of the issues facing the countries in the world today, how these issues arose, ways to address them and the consequences, and the similarities and differences among different political systems in response to them • explore the political institutions, culture, and economy of different political systems to understand how these factors affect political outcomes • engage in critical assessments of the differences and similarities we find, asking whether or not changes in a country’s political institutions may provide viable answers to some of the current political problems and controversies that many modern democracies face today (such as immigration policy and migration flows, political violence, and political extremism) • develop sharper critical thinking skills that will enable you to better understand and assess the value of news articles, research papers, and other content on the political</p>	



and economic affairs of advanced democracies and other systems • use theoretical tools from the course to explain, predict, or prescribe policy reform and political behavior as a researcher or practitioner in the field of politics • be able to comprehend and communicate theoretical concepts and findings with more effective written and verbal communication skills.

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

Mandatory literature:

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

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

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

Recommended literature:

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

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

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

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

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

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

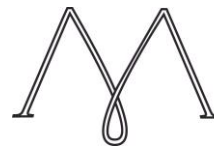
The list of the prescribed professional competences and competence elements (knowledge, ability, etc., „KKK” point 8) to the development of which the subject typically and substantially contributes

Knowledge

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

Ability

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



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

Attitude

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

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

Autonomy and responsibility

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

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

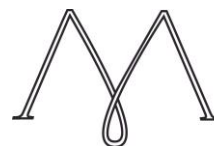
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.

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

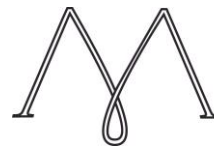
- He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.

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

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



<p>Name of the course: Direct and Indirect Natural and Social Impacts of Climate Change</p>	<p>ECTS credits: 5</p>
<p>Type of the course: obligatory/optional</p>	
<p>The degree of theoretical or practical nature of the subject, its 'training character': 70% -30%</p>	
<p>Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-</p>	
<p>Assessment method (exam / term mark / other): exam</p>	
<p>Curriculum place of the subject (number of semesters): 2.</p>	
<p>Prerequisites (if any): -</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p>	
<p>Introduction the impacts of today's climate change on various natural systems. To illustrate the increase in average temperature and shifts in different climatic zones, and to explain and characterize the forms and trends of weather extremes and anomalies that appear more and more often. Following the direct and indirect natural effects and the resulting social impacts, students will learn about the effects derived from climate change through the exploration of their relationships. Get knowledge and understanding of direct and indirect climate impacts on social economic systems which are guaranteeing the quality of life and security of local populations and society, with special emphasis on the following fields: healthcare, security, vulnerabilities in critical infrastructure, energy, water, trade and finance, food supply. Objective of the subject: Understanding the short- and long-term impacts of climate change on natural and social ecosystems. Demonstration of the processes of their interaction. Understanding the consequences of weather extremes on the natural, social, economic environment and processes</p>	
<p>A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	
<p>Mandatory literature:</p> <ul style="list-style-type: none"> • IPCC, 2014: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L.White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1132 pp https://www.ipcc.ch/site/assets/uploads/2018/02/WGIIAR5-PartA_FINAL.pdf • IPCC 2022: Sixth Assessment Report, Climate Change 2022: Impacts, Adaptation and Vulnerability https://www.ipcc.ch/report/ar6/wg2/ • USGCRP, 2016: The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment. Crimmins, A., J. Balbus, J.L. Gamble, C.B. Beard, J.E. Bell, D. Dodgen, R.J. Eisen, N. Fann, M.D. Hawkins, S.C. Herring, L. Jantarasami, D.M. Mills, S. Saha, M.C. 	



Sarofim, J. Trtanj, and L. Ziska, Eds. U.S. Global Change Research Program, Washington, DC, 312 pp. <http://dx.doi.org/10.7930/JOR49NQX>

Recommended literature:

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

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

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

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

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

Attitude

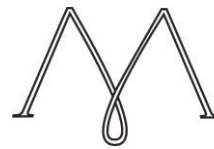
- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in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

Autonomy and responsibility



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

Name of the course: Reading Environmental Literature. Seminar	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 2.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The reading seminar is a thought-provoking arena for students on the topic of environmental literature. Over the seminars, we have goals such as: Read and assimilate information from research papers in environmental literature, present the contents of these papers in the seminars and discuss these papers with other participants and with the course director. The seminars has also three inter-related epistemic purposes: (1) to facilitate curiosity, conversation and critical reflection on an a complex issue (2) to read fundamental texts pertaining to the understanding of the issue and together discuss them (3) to innovate new questions, concepts and methodological approaches that can be pursued as research projects or dissemination activities.</p> <p>The reading material for the seminar is drawn from a broad range of sources related to the given topic. Each seminar is structured around a particular text that is part of a broader thematic. The reading material is made available to the participants via dropbox minimum two weeks before each seminar.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Literature: Jem Bendell: Deep Adaptation:A Map for Navigating Climate Tragedy. IFLAS Occasional Paper 2. www.iflas.info, July 27th 2018 http://insight.cumbria.ac.uk/id/eprint/4166/1/Bendell_DeepAdaptation.pdf American Psychology Association (2018), “The Road to Resilience.”</p>	



www.apa.org/helpcenter/road-resilience.aspx

Bendell, J., Sutherland, N. and Little, R. (2017), "Beyond unsustainable leadership: critical social theory for sustainable leadership", *Sustainability Accounting, Management and Policy Journal*, Vol. 8 Issue: 4, pp.418-444. <https://doi.org/10.1108/SAMPJ-08-2016-0048>

Brysse, K., Reskes, N., O'Reilly, J. and Oppenheimer, M. (2013), "Climate change prediction: Erring on the side of least drama?" *Global Environmental Change*, Volume 23, Issue 1, pp.327-337.

<https://www.sciencedirect.com/science/article/pii/S0959378012001215>

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

Macpherson, G. (2016), "Climate Change Summary and Update," *Guymcpherson.com*, 2 August.

<https://guymcpherson.com/climate-chaos/climate-change-summary-and-update/>

Rigaud, K. K., de Sherbinin, A., Jones, B., Bergmann, J., Clement, V., Ober, K., Schewe, J., Adamo, S., McCusker, B., Heuser, S. and Midgley, A. (2018), "Groundswell : Preparing for Internal Climate Migration." World Bank, Washington, DC.

<https://openknowledge.worldbank.org/handle/10986/29461>

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

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

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

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

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

Knowledge

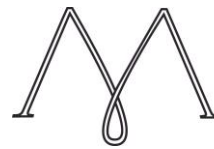
- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical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

Ability

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

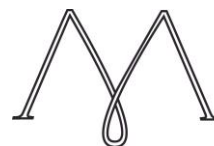
Attitude

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



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

<p>Name of the course: Limits to Social Progress</p>	<p>ECTS credits: 5</p>
<p>Type of the course: <u>obligatory</u>/optional</p>	
<p>The degree of theoretical or <u>practical nature</u> of the subject, its 'training character': 60 (credit %)</p>	
<p>Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:</p>	
<p>Assessment method (exam / term mark / other): term mark</p>	
<p>Curriculum place of the subject (number of semesters): 3.</p>	
<p>Prerequisites (if any):</p>	
<p>Course description: a concise yet informative description of the knowledge to be acquired</p> <p>The purpose of the course is the understanding the nature of complex systems, that natural, social and economic processes work in a complex system. Further aim is to take into account how far we have come in the use of the earth's resources and what theoretical reflections and practical reactions have been made to these problems. During the course, students are introduced to the concept of the (economic and social) development of civilizations, we briefly review their history, including the decline of past civilizations as a result of excessive resource extraction. We summarise the limits of growth indicated by the Club of Rome, as well as the shortcomings of the system of welfare indicators and the initiatives of creating alternative welfare indicators. We collect current efforts that address these issues, such as the activities of Club Rome, the "post-growth" and "small is beautiful" concepts and initiatives related to them. (Deep adaptation will be the subject of another course, here we just refer to that.)</p>	



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

Mandatory literature:

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

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

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

Recommended literature:

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

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

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

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

Knowledge

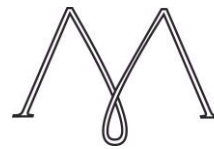
- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in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

Ability

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

Attitude

- Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.
- He/she is open to all social criticism if processes that conflict with its professional understanding



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

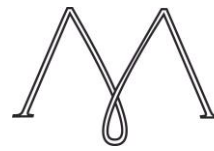
Autonomy and responsibility

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

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

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

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



Hawken, Paul (2021): *Regeneráció. A klímakatasztrófa elkerülése társadalmak és élővilágunk megújításával egy generáció alatt.* Budapest, HVG, ISBN978-963-565-184-9

Odum, E. P- Barrett, G. W. (2004): *Fundamentals of Ecology.* Cengage Learning [ISBN 978-0-534-42066-6](#).

Recommended literature:

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

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

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

Knowledge

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

Ability

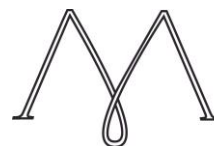
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- The ability to develop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

Attitude

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

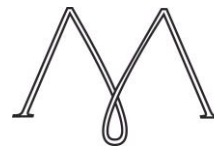
Autonomy and responsibility

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



way to participants in social forums.
Course director (name, position, academic degree): Virag Havasi, associate professor, PhD
Instructor involved in the teaching of the course (if any):

Name of the course: The Practice of Deep Adaptation	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or <u>practical nature</u> of the subject, its 'training character': 70 (credit %)	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 3 .	
Prerequisites (if any):	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>The purpose of the course is to understand the concept of Deep adaptation (DA). Its aim is to embody and enable loving responses to the predicament of the world, in order to reduce suffering while saving more of society and the natural world. The guiding principles of DA are compassion, curiosity, and respect, a stance of non-violence. In the course we will analyse the aims and results of The Deep Adaptation Forum, that has been mapping out some important groups, platforms and projects. We will follow the activity of the facebook group „Deep Adaptation Hungary”. We will also process the answers on the the DA-s four questions: What do we most value that we want to keep, and how? (Resilience). What do we need to let go of so as not to make matters worse? (Relinquishment) What could we bring back to help us with these difficult times? (Restoration) With what and whom shall we make peace as we awaken to our mutual mortality? (Reconciliation)</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature:</p> <p>Bendell, Jem-Read, Rupert (eds.) (2021): <i>Deep Adaptation: Navigating the Realities of Climate Chaos</i>. Cambridge, Polity Press, ISBN 978-1-5095-4683-1</p> <p>DAF (2021) <i>Paths...A list of everything in the Deep Adaptation Forum, that we know about.</i> https://embed.kumu.io/55d6445a9d36391289f66ad1a166ae60#ecosystem-map</p> <p>Bendell, Jem (2023): <i>Breaking Together: A freedom-loving response to collapse</i>. Good Works. ASIN: B0C1JLL45V</p>	



Recommended literature:

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

Deep Adaptation Hungary facebook csoport oldal

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

Knowledge

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

Ability

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

Attitude

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

Autonomy and responsibility

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

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

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



Name of the course: Adaptive Risk Management and Change Management	ECTS credits: 5
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 40-60%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>A few decades ago, the top management of companies could plan specific strategies and implement them in the course of a few years and not have to worry about having to modify them. The 21. century clearly presents us a totally different picture: markets in permanent change, globalization, changes in government policies, emerging technologies, fine change in consumer needs, etc. All of the above has lead to the fact the strategic management has become much more difficult and critical in time, with the corresponding changes people, communities, countries and companies have had to implement.</p> <p>The objective of this course is to deliver the appropriate knowledge on the process of change management and risk management by answering the question how the process and implementation of change management unfolds within communities, countries and companies. Topics to be covered during the semester: images of managing change and risks; why organizations and communities change over time; what changes; diagnosing change; resistance to change; implementing change; strategies and skills for communicating change and risks.</p> <p>In this course we will analyze and discuss real life time cases that provide us different contexts for applying the concepts learned.</p> <p>Thus, an important objective in this course is to help students to develop a framework for thinking in terms of how to approach a change process, as well as to learn to appreciate the tools and techniques available, understand the contexts and in the final analysis learn how to apply creative solutions to complex situations.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: James McCalman - Robert A Paton - Sabina Siebert: Change Management: A Guide to Effective Implementation. Sage, 2015. Bernard Burnes: <i>Managing change: a strategic approach to organisational dynamics</i>. Prentice Hall/Financial Times, 2009. Philippe Lasserre - Felipe Monteiro: <i>Global Strategic Management</i>. Bloomsbury, 2023.</p> <p>Recommended literature: Daryl Conner: <i>Leading at the edge of chaos</i>. 1998 James McCalman; David Potter: <i>Leading cultural change: the theory and practice of successful organizational transformation</i>. Kogan Page, 2015</p>	



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

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

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

Knowledge

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

Ability

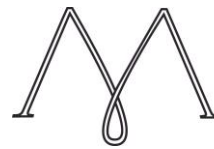
- Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and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

Attitude

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

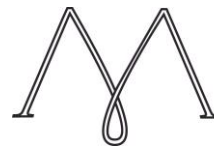
Autonomy and responsibility

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



Course director (name, position, academic degree): Kinga Szabó-Tóth, Phd, dr. habil, associate professor
Instructor involved in the teaching of the course (if any): -

Name of the course: Adapting to Climate Change. Individual and Community Resilience	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / <u>seminar</u> / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>In our daily lives, resilience and adaptation help us overcome major challenges and turn problems into effective solutions. Similarly, adaptation to climate change is about adjusting to a warmer world, in order to protect people, nature, our prosperity and way of life. The climate emergency and biodiversity crises in Europe and around the world is a call to all of us to join forces and act in new and innovative ways. Adaptation to climate change requires to understand, plan and act in a way that not only reduces the negative impacts of climate change but also creates new opportunities to become safer and more resilient at level of individuals as well as at the level of communities. Without action today, adaptation will be costlier and more difficult for the next generations. Responding to these challenges will require better knowledge and scientific breakthroughs in various domains ranging from technologies, solutions and services for adaptation in key areas.</p> <p>During the course we are going to overlook topics as follows: the differences between climate change adaptation and resilience; resilience as a combination of coping, adaptive and transformative capacities; adaptation and resilience as complementary issues; adaptation and resilience at individual and community level.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: „Too Little, Too Slow Climate adaptation failure puts world at risk” Adaptation Gap Report 2022. UN. https://www.unep.org/resources/adaptation-gap-report-2022 EU Climate Adaptation Strategy, 2022. https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/eu-missions-horizon-europe/adaptation-climate-change_en MOHAMED EL-ASHRY: ADAPTATION TO CLIMATE CHANGE: BUILDING RESILIENCE AND REDUCING VULNERABILITY. https://www.brookings.edu/wp-content/uploads/2016/07/09_climate_change_poverty_el_ashry.pdf</p>	



Recommended literature:

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

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

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

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

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.

Ability

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

Attitude

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

Autonomy and responsibility

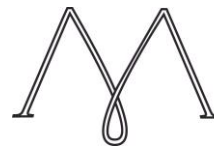
- He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.
- He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes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

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

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



Name of the course: Climate Adaptation Social Psychology	ECTS credits: 4
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 30-70%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): term mark	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
<p>Social psychology, the scientific study of human behaviours in their social and cultural settings, is an important tool for understanding how humans interpret and respond to climate change. Why do some people and some communities adapt to the risks of climate change, while others do not? The course provides an in-depth overview of the social psychology of climate change adaptation. It begins with an overview of adaptation behaviour and highlights the importance of successful adaptation by individuals, families and communities. Key psychological and social psychological theories are introduced that can explain adaptation behaviour and the role of a wide variety of motivational variables in adaptation behaviour is discussed, such as risk perception, experiences with climate-related hazards, and perceived responsibility. Next, we examine some examples of how this social psychological knowledge has been used to develop and test interventions to promote adaptation behaviour in real-world settings. After which, the relationship between climate adaptation behaviour and climate mitigation behaviour are considered.</p>	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Bechtoldt, M. N., Götmann, A., Moslener, U., & Pauw, W. P. (2020). Addressing the climate change adaptation puzzle: A psychological science perspective. <i>Climate Policy</i>, 21(2), 186–202. https://doi.org/10.1080/14693062.2020.1807897 Carleton, T. A., & Hsiang, S. D. (2016). Social and economic impacts of climate. <i>Science</i>, 353(6304), aad9837. https://doi.org/10.1126/science.aad9837 Kim-Pong Tam, Angela K.-y. Leung, Susan Clayton: Research on climate change in social psychology publications: A systematic review, 2021. Research on climate change in social psychology publications: A systematic review - Tam - 2021 - Asian Journal of Social Psychology - Wiley Online Library Anne van Valkengoed - Linda Steg: <i>The Psychology of Climate Change Adaptation</i> Cambridge University Press, 2019.</p> <p>Recommended literature: Adger, W. N., Barnett, J., Brown, K., Marshall, N., & O'Brien, K. (2013). Cultural dimensions of climate change impacts and adaptation. <i>Nature Climate Change</i>, 3(2), 112–117. https://doi.org/10.1038/nclimate1666 Bain, P. G., Hornsey, M. J., Bongiorno, R., Kashima, Y., & Crimston, C. R. (2013). Collective futures: How projections about the future of society are related to actions and attitudes supporting</p>	



- social change. *Personality and Social Psychology Bulletin*, **39**(4), 523–539. <https://doi.org/10.1177/0146167213478200>
- Barth, M., Masson, T., Fritsche, I., & Ziemer, C.-T. (2018). Closing ranks: Ingroup norm conformity as a subtle response to threatening climate change. *Group Processes & Intergroup Relations*, **21**(3), 497– 512. <https://doi.org/10.1177/1368430217733119>
- Jylhä, K. M., & Hellmer, K. (2020). Right-wing populism and climate change denial: The roles of exclusionary and anti-egalitarian preferences, conservative ideology, and antiestablishment attitudes. *Analyses of Social Issues and Public Policy*, **20**, 315– 335.
- Masson, T., & Fritsche, I. (2014). Adherence to climate change-related ingroup norms: Do dimensions of group identification matter? *European Journal of Social Psychology*, **44**(5), 455–465. <https://doi.org/10.1002/ejsp.2036>
- Oishi, S. (2014). Socioecological psychology. *Annual Review of Psychology*, **65**, 581–609. <https://doi.org/10.1146/annurev-psych-030413-152156>
- Reser, J. P., & Swim, J. K. (2011). Adapting to and coping with the threat and impacts of climate change. *American Psychologist*, **66**(4), 277– 289. <https://doi.org/10.1037/a0023412>
- Tonn, B. E., & Conrad, F. (2007). Thinking about the future: A psychological analysis. *Social Behavior and Personality*, **35**(7), 889– 902. <https://doi.org/10.2224/sbp.2007.35.7.889>

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

Knowledge

- He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.
- Knowledge of the context of the most significant world political conflicts and crises of the 21st century.
- Knowledge of the specificities of main civilisations, cultures and major world religions.

Ability

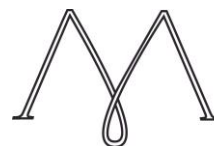
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in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

Attitude

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

Autonomy and responsibility

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



<p>both national and international, and in advocacy forums. He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts. - He/she participates responsibly in the creation and management of work units. - He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.</p>
<p>Course director (name, position, academic degree): György Csepele, DSc, professor emeritus</p>
<p>Instructor involved in the teaching of the course (if any): -</p>

Name of the course: Thesis Writing 1.	ECTS credits: 0
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 15 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other (Thesis)	
Curriculum place of the subject (number of semesters): 3.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of the course is to help and prepare students to produce valuable and regular MA theses in their final year. The course will cover the formal and substantive requirements of thesis writing, discuss the specificities of the subject area of international relations, and the methodology of international relations research. During the course we will discuss the main sources, archives and other information bases available for research on international relations.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Roselle, Laura – Shelton, Joel T. – Spray, Sharon (2019): <i>Research and Writing in International Relations</i>. Abingdon: Routledge. ISBN 9781138332317. Lamont, Christopher (2021): <i>Research Methods in International Relations</i>. London: SAGE Publications. ISBN 9781529724677.</p>	
<p>Recommended literature: Bui, Yvonne N. (2019): <i>How to Write a Master's Thesis</i>. London: SAGE Publications. ISBN 9781412957106. Paltridge, Brian – Starfield, Sue (2019): <i>Thesis and Dissertation Writing in a Second Language. A Handbook for Supervisors</i>. London and New York: Routledge. ISBN: 9780415371735. Available here: https://finalsite.ccsu.edu/EdWritingInstitute/facultyResources/files/thesis_writing.pdf Evans, David – Gruba, Paul – Zobel, Justin (2014): <i>How to Write a Better Thesis</i>. Cham: Springer. ISBN 9783319042862.</p>	



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

Knowledge

- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

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



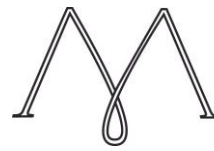
Autonomy and responsibility

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

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

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

Name of the course: Thesis Writing 2.	ECTS credits: 0
Type of the course: obligatory /optional	
The degree of theoretical or practical nature of the subject, its 'training character': 10-90%	
Type of lesson: lecture / seminar / practice / consultation and number of lessons: 30 in a given semester, Additional (specific) ways and characteristics (if any) to be used in the transmission of the given knowledge:-	
Assessment method (exam / term mark / other): other (Thesis)	
Curriculum place of the subject (number of semesters): 4.	
Prerequisites (if any): -	
Course description: a concise yet informative description of the knowledge to be acquired	
The aim of the course is to help and prepare students to produce valuable and regular MA theses in their final year. The course will cover the formal and substantive requirements of thesis writing, discuss the specificities of the subject area of international relations, and the methodology of international relations research. During the course, we will discuss the students' MA thesis step-by-step, answering any questions that may arise with the help of the tutors as well.	
A list of the 2-5 most important required or recommended literature (notes, textbooks) with bibliographic data (author, title, publication data, (possibly pages), ISBN)	
<p>Mandatory literature: Roselle, Laura – Shelton, Joel T. – Spray, Sharon (2019): <i>Research and Writing in International Relations</i>. Abingdon: Routledge. ISBN 9781138332317. Lamont, Christopher (2021): <i>Research Methods in International Relations</i>. London: SAGE Publications. ISBN 9781529724677.</p>	
Recommended literature:	



Bui, Yvonne N. (2019): *How to Write a Master's Thesis*. London: SAGE Publications. ISBN 9781412957106.
Paltridge, Brian – Starfield, Sue (2019): *Thesis and Dissertation Writing in a Second Language. A Handbook for Supervisors*. London and New York: Routledge. ISBN: 9780415371735. Available here: https://finalsite.ccsu.edu/EdDwritingInstitute/facultyResources/files/thesis_writing.pdf
Evans, David – Gruba, Paul – Zobel, Justin (2014): *How to Write a Better Thesis*. Cham: Springer. ISBN 9783319042862.

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

Knowledge

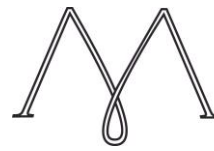
- Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.
- Knowledge of data collection, processing and interpretation techniques specific to the social sciences and the distinctive features of political research.
- Knowledge of the deeper context of international political, economic, legal and social institutions and processes.

Ability

- Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.
- The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.
- The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.
- Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.
- Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.
- Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.
- Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.
- The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.
- The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.
- Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.

Attitude

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



and is committed to disseminating new knowledge he finds useful.

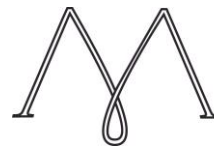
- To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.
- In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.
- He/she has a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

Autonomy and responsibility

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

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

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



I.3. A képzési folyamat jellemzői

Az adott képzésben alkalmazni tervezett oktatási-tanulási, tanulás-támogatási eszköztár, módszertan, eljárások bemutatása:

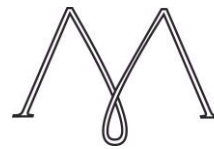
A tanmenet struktúrájának kialakításakor elsődleges tényező volt az elméleti és gyakorlati tantárgyak egymásra épülése és összhangja.

Az elméleti tárgyak oktatási módszereit tekintve a hagyományosan frontális jellegű oktatási módszereket tartalmazzák, ugyanakkor törekszünk azok kiegészítésével az órákat színesíti projektmódszerekkel és különböző csoportbontási formákkal és megoldásokkal. A gyakorlati kurzusok a készségfejlesztésre építenek és az információs technológián alapuló írásbeli és szóbeli kommunikációs kompetenciák fejlesztését is célozzák.

Az értékelés és ellenőrzés általános és sajátos módszerei, eljárásai és szabályai *(átfogó áttekintés)*

A záróvizsga szerkezete, tartalma, tematikája – az általános jellemzőkön túli esetleges sajátosságok, adaptálás, alkalmassá tétel az adott szakon előírt kompetenciák elsajátításának megfelelő ellenőrzésére:

A hallgatók teljesítményének értékelési rendszerét, a vonatkozó követelményeket és jogorvoslati lehetőségeket a Miskolci Egyetem Szervezeti és Működési Szabályzata III. kötetének Hallgatói követelményrendszer III. Tanulmányi és Vizsgaszabályzata tartalmazza, amely elérhető az egyetemi honlap szabályzatai között (<https://www.uni-miskolc.hu/szabalyzatok>). E szabályozáshoz külön kari kiegészítő szabályzat készült, amely a kari honlap „Szabályzatok” menüpontja alól tölthető le egyéb kiegészítő szabályzatokkal, például a szakdolgozat-készítéssel kapcsolatos kari szabályzattal együtt (<https://bolcsesz.uni-miskolc.hu/uj/index.php>). A tanulmányi- és vizsgaügyekben eljáró bizottságokban a hallgatói képviselőt biztosított. Az alkalmazott értékelési, ellenőrzési módszereket a mintatantervben jelzett követelmények teljesítéséről a szemeszterenként elkészített és közzétett tantárgyi tematikák tartalmazzák. A tantárgyi tematikák, követelmények – az akkreditációs kérelemben rögzített tematikákkal összhangban történő – összeállítását a tantárgyfelelős oktatók végzik. A féléves tematikák tartalmazzák a tantárgy oktatásának célját, feladatait, az oktatás témáit, az előzetes és a záró követelményeket, az oktatás módszereit, eszközeit, a kötelező és az ajánlott irodalmat, a vizsgára bocsátás konkrét feltételeit, a szemeszter közbeni folyamatos értékelés szempontjait. Az értékelés és ellenőrzés a gyakorlatigényes tantárgyak esetében feladatokhoz kötötten folyamatosan történik, zárthelyi dolgozatok, tanulmányok, önálló projektek, bemutatott gyakorlatok alapján. A félévek lezárásaként a kollokviumokat és a gyakorlati munkát ötfokozatú skálán érdemjeggyel értékeljük. Az egyes tantárgyak teljesítésének feltételeit a tárgyjegyző oktató határozza meg, dönt kollokvium esetén az írásbeli vagy szóbeli beszámolási kötelezettségről, a vizsgákat lefolytatja, az értékelési szempontokat értelemszerűen félév elején a hallgatók tudomására hozza. A szóbeli kollokviumokon az oktató gondoskodik a megfelelő felkészülési időről, a vizsgázás nyugodt és egyetemi polgárhoz méltó körülményeiről. Írásbeli esetén az oktató a pontozási rendszert megismerteti a hallgatókkal, tájékoztatást ad arról, hogy milyen teljesítménnyel hányas érdemjegyet lehet szerezni, a dolgozatok megírásához szükséges időt biztosítja. Valamennyi esetben tájékoztatja a hallgatót a sikeres illetve sikertelen vizsga javításának feltételeiről, időbeli ütemezéséről. A tantárgyak értékelése a magyarországi felsőoktatásban elterjedt ötfokozatú rendszerben történik.



Abszolutórium

Az abszolutórium megszerzésének követelménye a tantervben előírt összes tanulmányi és vizsgakötelezettség, illetve kritériumkövetelmény teljesítése. A záróvizsgára bocsátás feltétele az abszolutórium megszerzése, illetve a szakdolgozat benyújtása.

Szakdolgozat

A szakdolgozat célja annak bizonyítása, hogy a hallgató képes a képzés különböző területein elsajátított tudást integrálni és szakmai munkájában alkalmazni. Képes a munkája szempontjából lényeges tudományos–szakirodalmi eredményeket összegyűjteni, azok alapján munkáját önállóan megtervezni. Képes a mesterszak témakörébe tartozó jelenségekről módszeresen gyakorlati tapasztalatokat gyűjteni és a tényszerű adatokat elemezni, következtetéseket megfogalmazni, valamint az eredményeket saját munkájában alkalmazni. A szakdolgozat egy általános témakört feldolgozó vagy a szakmai gyakorlathoz kapcsolódó, elemző, a hallgató önálló, saját kutatásaira vagy szakmai gyakorlatára alapozott, ismereteit és a témához tartozó műveltségét, felkészültségét reprezentáló munka. A szakdolgozatnak bizonyítania kell, hogy a végzett hallgató rendelkezik a szükséges elméleti ismeretekkel és egyben birtokában van olyan gyakorlati tapasztalatoknak, készségeknek, amelyek közvetlenül hasznosíthatók a munkaerőpiacon.

A szakdolgozat értékelésének szempontjai:

- a szakirodalom feldolgozása,
- az ismeretek és a szakmai tapasztalatok integrálásának foka,
- elemzések logikája,
- önálló megállapítások,
- szerkesztés,
- formai jellemzők,
- szaknyelv használata,
- nyelvhelyesség, stílus.

Záróvizsga

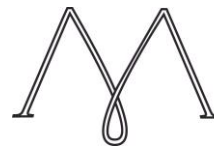
A záróvizsgára bocsátás feltétele az abszolutórium megszerzése, amely tartalmazza az előírt számú és összetételű kreditek megszerzését és a kritériumkövetelmények teljesítését, illetve a szakdolgozat konzulens és opponens által történő értékelését, elfogadtatását. A záróvizsga típusa: a hallgató (jelölt) a Záróvizsga Bizottság előtt védi meg a diplomamunkáját vagy szakdolgozatát, és a tanterv által előírt tantárgyakból záróvizsgát tesz. A jelölt akkor kezdheti meg a záróvizsgát, ha a diplomamunkája (szakdolgozata) legalább elégséges minősítést kapott. Védésre az elfogadott szakdolgozat bocsátható. Sikertelen szakdolgozat védelem esetén a hallgató ismételt záróvizsgát csak a következő félévben tehet. A Záróvizsga Bizottság tagjait a dékán által felkért oktatók és külsős szakemberek alkotják. A záróvizsgáló teljesítményét a Záróvizsga Bizottság értékeli, a záróvizsga eredmény a szakdolgozatvédelem, a szóbeli záróvizsga összesített eredményeinek, illetve az összesített tanulmányi eredmények átlagolásából alakul ki.

A záróvizsga során számonkérésre kerülő ismeretek köre az alábbi blokkok ismeretanyagából kidolgozott tétel sor alapján történik:

- A nemzetközi tanulmányokhoz kapcsolódó szakmai ismeretek blokkja
- A hallgató által választott specializáció blokkja

A szak hallgatóinak felkészülési lehetőségei továbblépésre a doktori képzésbe.

A tehetséggondozás kialakult intézményi/kari gyakorlata, módjai, (esetleg) az adott képzésben tervezett további sajátosságok:

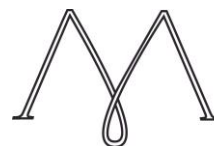


A Miskolci Egyetem (ME) tehetséggondozó tevékenységét az Egyetemi Tudományos Diákköri Tanácson keresztül látja el, amelynek feladata a TDK munka szervezése, koordinálása, a karok (tehetséggondozó műhelyek) által szervezett ITDK és OTDK támogatása. A TDK-ban résztvevők az Intézményi Konferenciák mellett részt vesznek a kétévenként szervezett országos konferenciákon, és az OTDK-n kívül szervezett további országos konferenciákon is, szakegyesületi előadásokon és versenyeken gyarapítják tudásukat, mutatják be saját tudományos igényű munkáikat. Az elmúlt években folyamatosan emelkedett nemcsak az országos továbbjutásra javasolt, de az országos konferenciákra meghívott dolgozatok aránya.

A hallgatói tehetséggondozást segíti a 2022/23-as tanévtől kezdve a Kabdebó Lóránt Multidiszciplináris Szakkollégium. A Szakkollégium célja, hogy a Miskolci Egyetem Bölcsész- és Társadalomtudományi Karán hallgatói jogviszonnyal rendelkező, tehetséges, ambiciózus, a tudományok iránt az órai tananyagot túl érdeklődő nappali és levelező tagozatos hallgatók számára magas szintű, minőségi kiegészítő szakmai képzést nyújtson. A Szakkollégium további célja az, hogy segítse a kiemelkedő képességű hallgatók tehetséggondozását, az értelmiségi feladatokra történő felkészülését, valamint az, hogy autonóm intézményként olyan szellemi és közösségi műhelyként működjön, amely segíti a szociálisan hátrányos helyzetű hallgatók tehetséggondozását, s ezen túl a társadalmi problémákra érzékeny, szakmailag igényes értelmiség kinevelését.

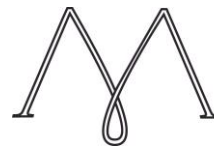
A hallgatók öntevékeny csoportokban is kifejtették aktivitásukat, pl. Interkulturális Diákköri Konferencia, Kossuth Öntevékeny Csoport, Citromfa Politikai Műhely. A kiemelkedő hallgatók támogatására többféle, kari hatáskörben megvalósított intézkedés szolgál. A Karon működik demonstrátori rendszer (tevékenységét külön egyetemi szabályozás foglalja keretbe). A kiemelkedő tanulmányi eredményt produkáló hallgatók elismerése részben ösztöndíjakkal (tanulmányi ösztöndíj, Nemzeti Felsőoktatási Ösztöndíj, Új Nemzeti Kiválóság Program), részben a rendelkezésünkre álló kitüntetésekkel történik. A hallgatók számára valamennyi kari intézetben önálló (hagyományos és elektronikus) publikációs fórumok állnak rendelkezésre, amelyekkel a leginkább tehetségesek a megfelelő oktatói ellenőrzés mellett rendszeresen élni is tudnak. Legtöbb hallgatónk ezeken a kari publikációs fórumokon jelenti meg első tudományos közleményét.

A fentiek alapján is látható, hogy a doktori programok iránt érdeklődő hallgatók megfelelő háttér birtokában kezdenek meg tanulmányaikat a képzés profiljához igazodó doktori iskolákban.

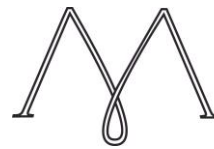


Juxtaposition of the required professional competences and the fields of knowledge and courses and overview summary

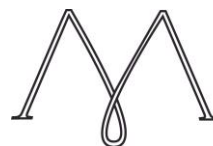
Professional competences to be developed	Fields/Courses
Knowledge	
<p>Has a high level of knowledge, understanding and interpretation of the main social science contexts to the extent required for confident practical application.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>



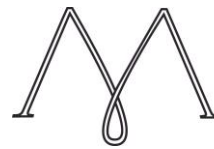
	<p>norities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she is familiar with the main paradigms of international relations theory and is informed about the debates between the different theoretical trends.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p>



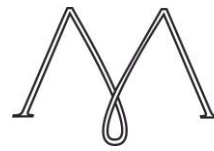
	<p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He is well versed in the main theories of civilisation and culture, and is familiar with the main economic, political and social trends in each region.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2.</p>



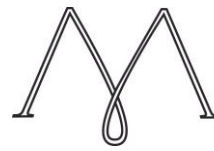
	<p>(Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block,</p>
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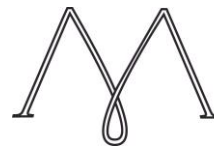
	<p>Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations</p>
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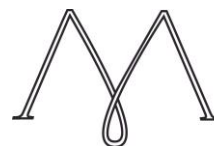
	<p>within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology</p>
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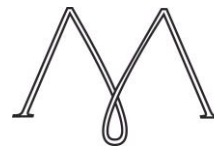
	<p>(Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Knowledge of the context of the most significant world political conflicts and crises of the 21st century.</p>	<p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisa-</p>



	<p>tion Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses</p>
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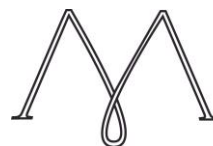
	block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)
Knowledge of the main trends in the world economy and the economic processes in the different regions of the world, with particular reference to the economic situation in the European Union.	<p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
Knowledge of the main current issues and dilemmas of Hungarian foreign policy.	<p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations</p>



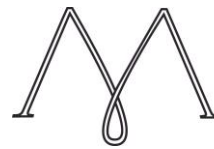
	<p>within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
<p>Knowledge of human rights and minority rights regimes and their regional systems.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>



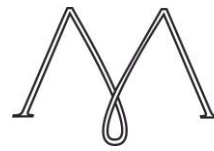
	<p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
<p>Knowledge of the UN decision-making mechanism, its functioning and ideas for its reform.</p>	<p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p>
<p>Knowledge of the foreign policies of the major powers that shape world politics and their place in the world economy.</p>	<p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p>
<p>Knowledge of the specificities of main civilisations, cultures and major world religions.</p>	<p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p>



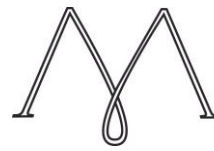
	<p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations</p>
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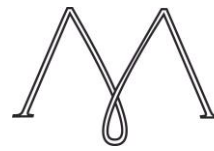
	<p>within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Knowledge and understanding of the domestic, European and global social problems which determine the basic trends in social science thinking.</p>	<p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p>



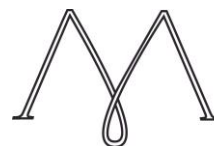
	<p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Spe-</p>
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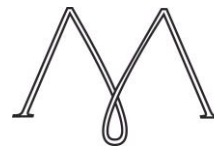
	cialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)
Knowledge and understanding of the linguistic content of the specialized languages previously studied.	<p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East</p>



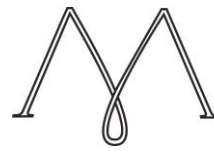
	and Central Asian Region)
Have a systematic knowledge of Hungarian, European and non-European political systems and of the dominant international types of governance.	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
Knowledge of data collection, processing	Applied Social Research Methods 1-2.



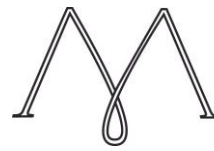
<p>and interpretation techniques specific to the social sciences and the distinctive features of political research.</p>	<p>(Basic Social Science Courses block)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Thesis Writing 1-2.</p>
<p>Knowledge of the deeper context of international political, economic, legal and social institutions and processes.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional</p>



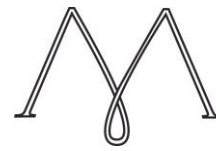
	<p>Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses</p>
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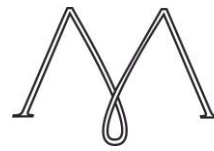
	(at least 6 credits, students must choose a total of two of the 3 courses))
Ability	
Ability to analyse a given world political conflict and crisis in terms of foreign policy, based on the interdisciplinary knowledge acquired.	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p>



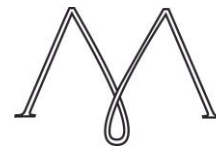
	<p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Depates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Thesis Writing 1-2.</p>
<p>Ability to develop a deeper understanding of world economic processes and to analyse the economic challenges facing the European Union and Hungary.</p>	<p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Depates (Specia-</p>



	<p>lisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>Ability to carry out comparative economic analysis based on basic economic and statistical knowledge and world economic theories.</p>	<p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>Ability to navigate the decision-making mechanisms of different international organisations and to understand the main foreign policy decision-making mechanisms of the major powers.</p>	<p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: Interna-</p>



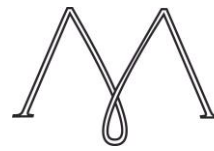
	<p>tional Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>Ability to define the economic and political interests of the various players in the international system and their interrelationships.</p>	<p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of In-</p>



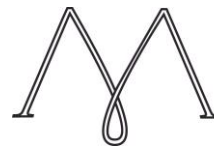
	<p>ternational Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>The ability to analyse new scientific findings in the field of social processes in which he/she has acquired knowledge, to discover</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p>



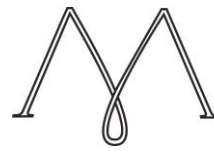
<p>new facts and new connections and to put his/her knowledge into practice in the form of an independent professional concept.</p>	<p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>
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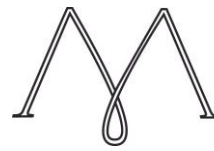
	<p>norities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>The ability to work in an open-minded way, to make active and effective use of the results of other disciplines and co-disciplines.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p>



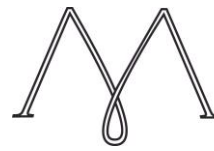
	<p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
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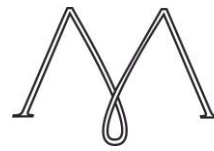
	<p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
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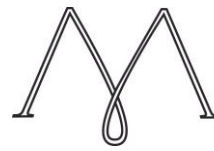
	<p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Ability to participate in international research projects in his/her field of specialisation and in the preparation of tenders for such projects.</p>	<p>Applied Social Research Methods 1-2. (Basic Social Science Courses block) Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Ability to carry out independent analysis and evaluation when solving professional tasks and to synthesise different conclusions.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p>



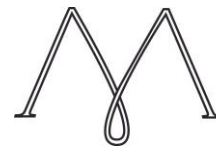
	<p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>The Internal and Foreign Policies of the Vi- segrad Cooperation (V4) Countries (Core Courses block, Field: Regional- Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of In- ternational Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of Interna- tional Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and So- uth-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisa- tion Nr. 2. Central Europe (Nations and Mi- norities))</p> <p>Roma Society in Central Europe (Specialisa- tions within the Core Courses block, Specia- lisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations</p>
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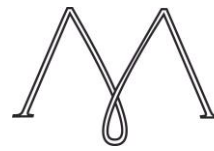
	<p>within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Ability to explore and process national and foreign social science sources and to apply the conclusions drawn in the course of professional work.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Ho-</p>



	<p>locust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Prepares independent summaries and analyses in a scientific form on specific topics in his/her field of specialisation.</p>	<p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>



	<p>norities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Manages work processes to the level of his/her skills, cooperating effectively with partners within and outside the institution.</p>	<p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>The ability to adapt to change, and to get your adaptation concept accepted by your colleagues and other partners.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p>



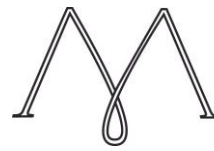
	<p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p>
<p>The ability to develop independent professional concepts and to defend them in discussions, including in a foreign language.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p>



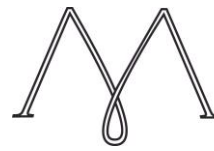
	<p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
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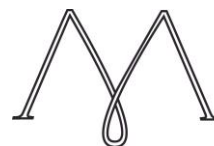
	<p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Ability to use political science concepts consistently.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>Ability to navigate the complex system of social conflicts and problems, and to build on a deeper knowledge of his/her field of specialisation to actively engage in exploring conflicts.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses</p>



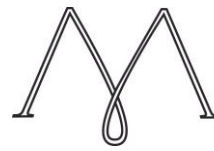
	<p>block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
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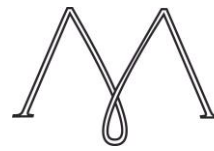
	<p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p>
<p>Attitude</p> <p>Openness and tolerance towards the views, ways of thinking and lifestyles of the social groups with which he/she comes into contact in the course of his/her professional work as a social researcher.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Reading Foreign Policy Texts 1-2. (Core</p>



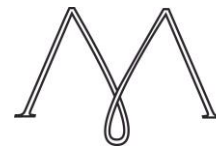
	<p>Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nati-</p>
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	<p>ons and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate</p>
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	<p>Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she is open to all social criticism if processes that conflict with its professional understanding are initiated in its social</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p>



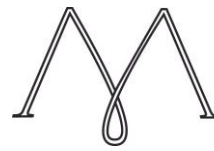
<p>environment.</p>	<p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Vi- segrad Cooperation (V4) Countries (Core Courses block, Field: Regional- Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integ- ration (Core Courses block, Field: Interna- tional Economics)</p> <p>Roma Society in Central Europe (Specialisa- tions within the Core Courses block, Specia- lisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisa- tion Nr. 2. Central Europe (Nations and Mi- norities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisa- tion Nr. 2. Central Europe (Nations and Mi- norities))</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisa- tion Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she is open and receptive to a wide range of international research findings in his/her field and is committed to disseminating new knowledge he/she finds useful.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Human and Minority Rights (Core Courses</p>



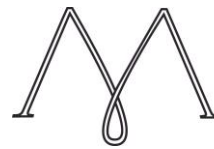
	<p>block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p>
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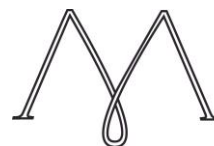
	<p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
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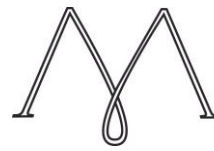
	<p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she builds his/her career responsibly and supports the career development of the staff he/she supervises.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>To the best of his/her ability, he/she is committed to serving and representing the interests of the profession.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core</p>



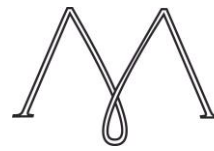
	<p>Courses block, Field: Regional-Civilisational Studies) Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>
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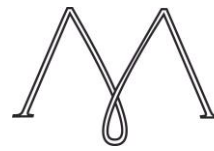
	<p>norities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Thesis Writing 1-2.</p>
<p>In all organisational and institutional activities, he/she uses his/her knowledge and influence in a responsible manner, while ensuring that quality work is recognised.</p>	<p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations</p>



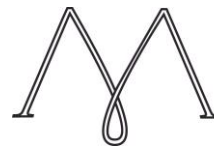
	<p>within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>In situations of work and social conflict, he/she takes decisions independently and responsibly, consistently representing the interests of those in his/her charge.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>



	<p>norities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses</p>
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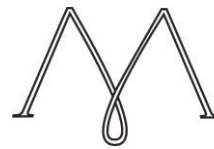
	<p>block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>He/she has a constant need for self-education and respect for the political opinions of others in public life.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations</p>



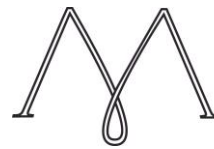
	<p>within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she is characterised by insight, creativity and methodological awareness.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p>



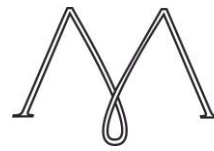
	<p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>Autonomy and responsibility</p>	



<p>He/she is an autonomous and responsible actor in the academic life of his/her field, representing his/her professional principles and research results in all possible fora.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p>
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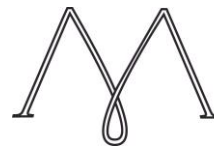
	<p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>
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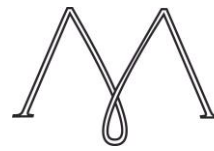
	<p>norities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total</p>
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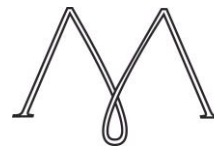
	<p>of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she takes autonomous and responsible decisions in the course of his/her work concerning his/her own scientific work and the work programmes of those under his/her authority.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Economy of China and South-East Asia in the 20th and 21st Centuries (Specialisati-</p>



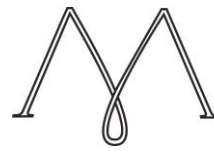
	<p>ons within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations</p>
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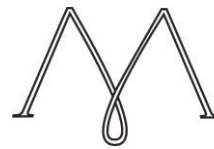
	<p>within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she takes responsibility for communicating their scientific knowledge in an understandable way to participants in social forums.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses</p>



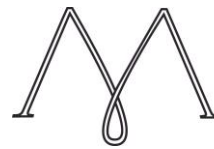
	<p>block, Field: Practice of International Law)</p> <p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>Theory and Practice of Economic Integration (Core Courses block, Field: International Economics)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Historical Concept of Central Europe: Approaches, Theories and Debates (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Intro-</p>
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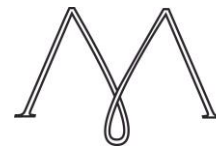
	<p>duction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Limits to Social Progress (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Theory of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>The Practice of Deep Adaptation (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p>
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	<p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Cultural History of Modern and Contemporary Central Europe (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p> <p>Children and Cultures in Different Regions (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she participates responsibly in the management of its work organisation, in the development, discussion and implementation of professional concepts.</p>	<p>Global Governance (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Culture and Knowledge 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p>



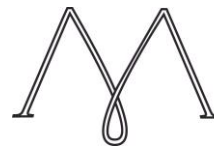
	<p>Chinese Culture and Knowledge 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>The Politics of China and South-East Asia in the 20th and 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Nations and Cultures in Central Europe in the 19th and 20th Centuries (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Trends of Philosophy in Central Europe in the 19th and 20th Century (Optional courses (at least 6 credits, students must choose a total of two of the 3 courses))</p>
<p>He/she participates responsibly in the creation and management of work units.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p>



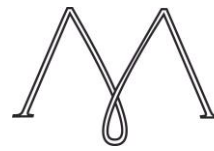
	<p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p>
<p>He/she is responsible for ensuring that his/her professional work complies with strict ethical rules for social science research and analysis, and he/she undertakes raising and responding to new ethical issues.</p>	<p>History of Political Thought 1. (Basic Social Science Courses block)</p> <p>History of Political Thought 2. (Basic Social Science Courses block)</p> <p>Applied Social Research Methods 1-2. (Basic Social Science Courses block)</p> <p>Diplomatic Protocol (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>European Politics 1. (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>European Politics 2. (Core Courses block, Field: Regional-Civilisational Studies)</p>



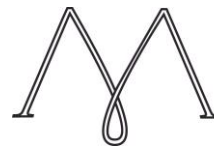
	<p>The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries (Core Courses block, Field: Regional-Civilisational Studies)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Mi-</p>
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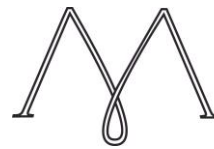
	<p>norities))</p> <p>Jewish Integration, Anti-Semitism and Holocaust in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Climate Adaptation Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p>
<p>He/she assumes independent and responsible roles in the work of professional organisations, both national and international, and in advocacy forums.</p>	<p>Global Social Challenges (Core Courses block, Field: Theory and Practice of International Relations)</p> <p>Human and Minority Rights (Core Courses block, Field: Practice of International Law)</p>



	<p>Case Studies in International Law (Core Courses block, Field: Practice of International Law)</p> <p>The World Today: Foreign Policy Analysis (Core Courses block, Field: Analysis of International Relations)</p> <p>Reading Foreign Policy Texts 1-2. (Core Courses block, Field: Language of International Relations and the EU, Professional Knowledge in Foreign Languages)</p> <p>Chinese Language 1. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 2. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Chinese Language 3. (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Central Asia in the 20th - 21st Centuries (Specialisations within the Core Courses block, Specialisation Nr. 1. China and South-East and Central Asian Region)</p> <p>Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>National Policy of Hungary (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Roma Society in Central Europe (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p>
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	<p>Past and Present of Hungarians Beyond the Borders. Reading Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Central Europe: Approaches for Social Theory and Social Psychology (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Balkan Studies. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 2. Central Europe (Nations and Minorities))</p> <p>Key Issues Facing the Global World. Introduction (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Direct and Indirect Natural and Social Impacts of Climate Change (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Reading Environmental Literature. Seminar (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adaptive Risk Management and Change Management (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Adapting to Climate Change. Individual and Community Resilience (Specialisations within the Core Courses block, Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation)</p> <p>Thesis Writing 1-2.</p>
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Hallgatói tájékoztatás: a kidolgozott intézményi tájékoztató⁷ kiadvány internetes elérhetősége (link):

Az intézményi tájékoztató (általános ismeretek, szabályzatok stb.) a Miskolci Egyetem valamennyi hallgatójára, illetve speciálisan a Bölcsészettudományi Kar hallgatóira vonatkozóan elérhetők az intézmény honlapjairól: www.uni-miskolc.hu illetve bolcsesz.uni-miskolc.hu A nemzetközi tanulmányok alapképzési szak hallgatóinak külön a képzést szervező Alkalmazott Társadalomtudományok Intézete is részletes tájékoztatást biztosít: atti.uni-miskolc.hu A felvételi előtti általános tájékoztatók részletes leírásai egy helyen, a BTK honlapjának Felvételi menüpontja alatt: <http://bolcsesz.uni-miskolc.hu/felveteli/esemeny.html> (Ld. továbbá ugyanitt a Képzések menüpontot is.

A nemzetközi hallgatói mobilitásra felhasználható időszak, mobilitási ablak betervezése, a tantervhez illesztése:

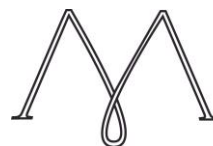
A mobilitási időszakra a legalkalmasabb a képzés 2.-3. félévére, a hallgató rugalmas választását lehetővé tevő tantervnek köszönhetően. Ezekben a félévekben a hallgatónak lehetősége nyílik arra, hogy a szabadon választott, illetve az általa választott differenciált ismeretkör tárgyait akár az adott félévben, akár a megelőző vagy követő félévek egyikében teljesítse, továbbá a szabadon választott tárgyak kínálják a legjobb lehetőséget a külföldi mobilitás keretében elvégzett tantárgyak (kreditek) beszámítására

A képzést megvalósító Bölcsész- és Társadalomtudományi Kar fontosnak tartja azt, hogy a képzésben résztvevő hallgatók a nemzetközi szinten is gyakorlatot szerezhessenek, ezért kifejezetten támogatja ezt a lehetőséget. A szakmai gyakorlati helyek listájára kerülés feltétele, hogy a szakgazda Intézet és a szakmai gyakorlati hely közötti szakmai egyeztetést követően együttműködési megállapodás jöjjön létre, ami biztosítja az adott helyen végzett szakmai gyakorlat színvonalát és az érdemi tudásszerzés lehetőségét. Tehát a szakmai gyakorlóléhelyek jelen listájának nemzetközi partnerekkel történő bővítésére is lehetőség van, amennyiben a hallgató az adott intézményben, szervezetnél stb. a szakhoz köthető gyakorlatot szerez, érdemi munkát végez.

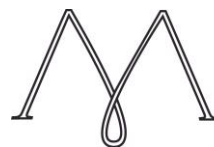
A Miskolci Egyetemnek kiterjedt nemzetközi mobilitási hálózata van az Erasmus programon keresztül. A Miskolci Egyetem BTK-nak 55 olyan partnerintézménnyel van hivatalos együttműködése, ahol hallgatói részképzésen vehetnek részt. A mobilitási programok sikerének egyik fő összetevője a kreditbeszámítás kiszámíthatósága. A részképzési programjaink fő célja, hogy a hallgatók külföldön olyan tárgyakat vegyenek fel, amelyek kiváltják az itthoni tárgyakat, ezekből kint vizsgát tegyenek és krediteket szerezzenek, Egyetemünk pedig ezeket beszámítja az itthoni tanulmányokba. A külföldi félév megkezdése előtt egy tartalmilag egyeztetett, írásbeli Tanulmányi Szerződést (Learning Agreement) kötünk a hallgatókkal, amelyben a Miskolci Egyetem vállalja a teljesített és igazolt tevékenységek teljes elfogadását.

A képzés a Miskolci Egyetem Konfuciusz Intézetével való szoros együttműködés keretében valósul meg. Az Intézet 2013 augusztusában alakult meg és Magyarország harmadik ilyen intézete. Az Intézet egyedisége, hogy mind a létrehozását, mind a fenntartását két partner segíti. A Konfuciusz Intézetek globális hálózatában rendhagyó módon két felsőoktatási képzőhely és egy vállalat működik együtt. A Miskolci Egyetem és a Pekingi Vegyipari Egyetem oktatási és kulturális partnerségét a jentaji-kazincbarcikai vegyipari cégcsoport, a Wanhua-BorsodChem egészíti ki. Ez a hármas egység és kiterjedt nemzetközi kapcsolathálózata garanciát jelent arra is, hogy az általuk fenntartott és működtetett nemzetközi kapcsolati és partnerségi hálózat

⁷ 87/2015. (IV. 9.) Korm. rend 18.§ (5) b) bekezdés előírja tájékoztató kiadvány kidolgozását és annak bemutatását.



valamennyi szegmense hallgatóink számára is rendelkezésre álljon abban az esetben, ha külföldi résztanulmányokat vagy szakmai gyakorlatot terveznek.



II. A KÉPZÉS SZEMÉLYI FELTÉTELEI⁸

II. 1. A szakfelelős és a szakirány / specializáció⁹ felelősök

Felelősök neve és a felelősségi típus <i>szf: szakfelelős, szif: szakirányfelelős a szakiránya megadásával, spec.f: specializáció felelőse²², a specializációja megadásával</i>		tud. fokozat/cím (PhD/DLA/CSc/ DSc/akad.)	munkakör (e/f tan/ e/f doc.)	FOI-hez tartozás és munkaviszony típusa (AT, spec.f. lehet AR)	más vállalt szakfelelősség (pl. M, tM) /szakirány- felelősség (szif esetében pl. B/M)	az ismeretanyag (ismeretkör(ök) /tantárgy(ak)) összkreditértéke amelyeknek felelőse a szakon / összesen az intézményben
Dr.habil. Udvarvölgyi Zsolt András	szf	PhD, habil.	f tan.	AT	-	27/34
Prof. dr. Papp Z. Attila	spec.f.	PhD, habil.	e tan.	AT	-	9/25
Dr. Havasi Virág	spec.f.	PhD	e doc.	AT	-	27/34
Dr.habil. Udvarvölgyi Zsolt András	szf	PhD, habil.	f tan.	AT	-	27/34

II.2. Az oktatói kör: Tantárgylista – tantárgyak felelősei, oktatói

a képzés tanterv szerinti ismeretkörei/tantárgyai	a képzés oktatói – felelősök és további bevont oktatók						
	Oktató neve (több oktató esetén, valamennyi oktató feltüntetése mellett a tantárgy blokkjában a tantárgy felelőse legyen az első helyen)	tud. fok. /cím (PhD/ DLA/ CSc/ DSc/ akad.)	munkakör (ts. / adj./ mo./ e/f doc./ e/f tan./ tud. mts./ egyéb)	FOI-hez tartozás és munka- viszony típusa (AT/AR/ AE/V)	részvétel (részben vagy egészben)		az ismeretanyag (ismeretkör(ök) / tantárgy(ak)) összkreditértéke amelyeknek felelőse a szakon / összesen az intézményben
					elméleti I/N	gyak.-i I/N	
a törzsanyag ismeretkörei, tantárgyai – oktatói							
Basic Social Sciences Courses block. Field: History of Political Thought – az ismeretkör felelőse: Dr. habil. Fazekas Csaba.....							
1. History of Political Thought 1.	Dr. habil. Fazekas Csaba	PhD, habil	e doc.	AT	I	N	12/30
2. History of Political Thought 2.	Dr. habil. Fazekas Csaba	PhD, habil	e doc.	AT	I	N	12/30
Basic Social Sciences Courses block. Field: Methodology of Social Science Research – az ismeretkör felelőse: Dr. habil. Szabó-Tóth Kinga							

⁸ A fejezet táblázataiban a fejlécekben előforduló megjelölések értelmezése:

Tudományos fokozat / cím: PhD, DLA, CSc, DSc, akadémikus.

Munkakör: egyetemi/ főiskolai tanár, ill. docens, adjunktus, tanársegéd; mesteroktató, tudományos (fő)munkatárs; egyéb

Felsőoktatási intézményhez (FOI) tartozás:

A (T/R/E): Akkreditációs célból az adott FOI-nak nyilatkozatot tett oktató, aki az Nftv. 26. §-ának (3) bekezdése szerint az adott felsőoktatási intézményt jelölte meg annak, amelyben figyelembe veendő a működési feltételek vizsgálatában

V: Vendégoktató, aki más FOI-nek írt alá, vagy sehol sem tett „kizárólagossági” nyilatkozatot:

A munka-, ill. jogviszony típusa:

Foglalkoztatottak (az intézményben):

T: Teljes munkaidőben, határozott vagy határozatlan idejű munkaviszonyban, közalkalmazotti jogviszonyban, ill. ezekkel azonos elbírálás alá eső jogviszonyban:

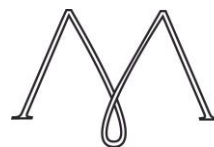
R: Részmunkaidőben, határozott vagy határozatlan idejű munkaviszonyban, közalkalmazotti jogviszonyban, ill. ezekkel azonos elbírálás alá eső jogviszonyban

Alkalmazásban lévők (az intézményben oktatói, kutatói, tanári munkakörben nem foglalkoztatottak)

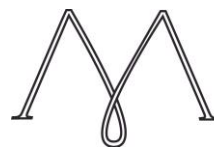
E: Egyéb módon, pl. megbízási szerződéssel alkalmazott, vagy prof. emeritus)

Szakok: B(achelor): alapszak, M(aster): mesterszak, tM(aster): tanárszak

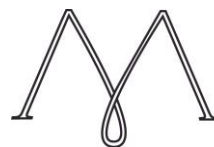
⁹ Csak a 30 kreditet elérő specializációhoz kell felelőst megadni



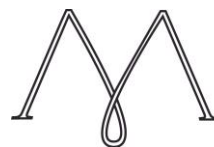
1. Applied Social Research Methods 1.	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
	Prof. dr. Papp Z. Attila	PhD, habil	e tan.	AT	N	I	9/25
2. Applied Social Research Methods 2.	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
	Prof. dr. Papp Z. Attila	PhD, habil	e tan.	AT	N	I	9/25
Core Courses Related to International Relations block. Field: Theory and Practice of International Relations – az ismeretkör felelőse: Prof. dr. Csepeli György							
1. Global Governance	Prof. dr. Csepeli György	DSc	prof em	AE	I	N	8/10
2. Diplomatic Protocol	Dr. Fekete Sándor	PhD	e doc.	AT	N	I	9/22
3. Global Social Challenges	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	I	N	34/36
Core Courses Related to International Relations block. Field: Regional-Civilizational Studies – az ismeretkör felelőse: Dr. Fekete Sándor							
1. European Politics 1.	Dr. Fekete Sándor	PhD	e doc.	AT	I	N	9/22
2. European Politics 2.	Dr. Fekete Sándor	PhD	e doc.	AT	I	N	9/22
3. The Internal and Foreign Policies of the Visegrad Cooperation (V4) Countries	Dr. habil. Fazekas Csaba	PhD, habil	e doc.	AT	I	N	12/30
Core Courses Related to International Relations block. Field: Practice of International Law – az ismeretkör felelőse: Dr. Havasi Virág							
1. Human and Minority Rights	Dr. Havasi Virág	PhD	e doc.	AT	I	N	27/34
2. Case Studies in International Law	Dr. Havasi Virág	PhD	e doc.	AT	I	N	27/34
Core Courses Related to International Relations block. Field: International Economics – az ismeretkör felelőse: Dr. Havasi Virág							
1. Theory and Practice of Economic Integration	Dr. Havasi Virág	PhD	e doc.	AT	I	N	27/34
Core Courses Related to International Relations block. Field: Analysis of International Relations – az ismeretkör felelőse: Dr. habil. Udvarvölgyi Zsolt András							
1 The World Today: Foreign Policy Analysis	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
Core Courses Related to International Relations block. Field: Language of International Relations and the EU, professional knowledge in foreign languages az ismeretkör felelőse: Prof. dr. Kürti László							
1 Reading Foreign Policy Texts 1.	Prof. dr. Kürti László	PhD, habil	e tan.	AT	N	I	8/25
	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
2. Reading Foreign Policy Texts 2.	Prof. dr. Kürti László	PhD, habil	e tan.	AT	N	I	8/25



	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
Specialisation within the Core Courses Related to International Relations Block. Specialisation Nr. 1. China and South-East and Central Asian Region – az ismeretkör felelőse: Dr. habil. Udvarvölgyi Zsolt András							
1.Chinese Language 1.	Gergely Noémi		nyelvtanár	AT	N	I	4/10
	Liu Guoyan		mo	AT	N	I	8/10
2. China Culture and Knowledge 1.	Fan Liyun		mo	AT	N	I	15/20
	Wang Zhichun		mo	AT	N	I	0/8
3. The Politics of China and South-East Asia in 20th and 21st Centuries	Dr. Kuttor Dániel	PhD	e doc.	AT	I	N	10/25
4. Chinese Language 2.	Liu Guoyan		mo	AT	N	I	8/10
	Gergely Noémi		nyelvtanár	AT	N	I	4/10
5.China Culture and Knowledge 2.	Fan Liyun		mo	AT	N	I	15/20
	Wang Zhichun		mo	AT	N	I	0/8
6 The Economy of China and South-East Asia in 20th and 21st Centuries	Dr. Kuttor Dániel	PhD	e doc.	AT	I	N	10/25
7.Chinese Language 3.	Liu Guoyan		mo	AT	N	I	8/10
	Gergely Noémi		nyelvtanár	AT	N	I	4/10
8.China Culture and Knowledge 3.	Fan Liyun		mo	AT	N	I	15/20
	Wang Zhichun		mo	AT	N	I	0/8
9. Central Asia in the 20th-21st Centuries	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	I	N	27/34
Specialisation within the Core Courses Related to International Relations Block. Specialisation Nr. 2. Central Europe (Nations and Minorities) – az ismeretkör felelőse: Prof. dr. Papp Z. Attila							
1.Legal, Constitutional and Social Situation of Ethnic and Religious Minorities in the 20th and 21st Centuries in Central Europe	Prof. dr. Papp Z. Attila	PhD, habil	e tan.	AT	N	I	9/25
2. The Historical Concept of Central Europe: Approaches, Theories and Debates	Dr. habil. Tóth Árpád	PhD, habil	e doc.	AT	I	N	5/23
	Dr. Kunt Gergely	PhD	e. doc.	AT	I	N	5/22
3. National Policy of Hungary	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
4. Roma Society in Central Europe	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
5. Past and Present of Hungarian Beyond the Borders. Reading Seminar	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
6. Nations and Cultures in Central Europe in the 19th and 20th Centuries	Dr. Kunt Gergely	PhD	e. doc.	AT	I	N	5/22



7. Central Europe: Approaches for Social Theory and Social Psychology	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
	Prof. dr. Csepeli György	DSc	prof em	AE	I	N	8/10
8. Balkan Studies Seminar	Prof. dr. Papp Z. Attila	PhD, habil	e tan.	AT	N	I	9/25
9. Jewish Integration, Anti-Semitism and Holocaust in Central Europe	Sziszkoszné dr. Halász Dorottya	PhD	e doc.	AT	I	N	5/25
Specialisation within the Core Courses Related to International Relations Block. Specialisation Nr. 3. Climate Change, Sustainability and Deep Adaptation – az ismeretkör felelőse: Dr. Havasi Virág							
1. Key Issues Facing the Global World. Introduction	Dr. Csizmadia Ervin	PhD	e doc.	AR	I	N	5/25
2. Direct and Indirect Natural and Social Impacts of Climate Change	Dr. Lajos Szalontai	PhD	e. doc	AT	I	N	5/24
3. Reading Environmental Literature. Seminar	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
4. Limits to Social Progress	Dr. Havasi Virág	PhD	e doc.	AT	N	I	27/34
5. The Theory of Deep Adaptation	Dr. Havasi Virág	PhD	e doc.	AT	I	N	27/34
6. The Practice of Deep Adaptation	Dr. Havasi Virág	PhD	e doc.	AT	N	I	27/34
7. Adaptive Risk Management and Change Management	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
8. Adapting to Climate Change. Individual and Community Resilience	Dr. Szabó-Tóth Kinga	PhD, habil	e doc.	AT	N	I	34/36
9. Climate Adaptation Social Psychology	Prof. dr. Csepeli György	DSc	prof em	AE	N	I	8/10
Thesis writing 1-2.	Dr. habil. Udvarvölgyi Zsolt András	PhD, habil	f tan.	AT	N	I	27/34
Optional Courses 1-3.							



II.3. Összesítés az oktatói körről

a képzés tantárgyainak száma* (a szabadon választhatók nélkül!)	az intézményben folyó képzésben résztevő összes oktató száma	az összes oktatóból tantárgy- felelős	oktatók minősítettsége		FOI-hez tartozás és munkaviszony típusa				munkaköri beosztás					
			PhD/ CSc DLA	DSc	AT	AR	AE	V	ts./ adj.	docens		tanár		egyéb***
										f.	e.	f.	e**	
45/27	18	17	14 PhD	1	16	1	1	-	0	0	12	1	1	4

* A tantárgyak számának megadásánál követendők:

- A tantárgy az összegzésben egynek számít akkor is, ha elméleti és gyakorlati ismeretek átadása is történik, vagy több féléves a tárgy.
- A „szakdolgozat” (szakdolgozati konzultáció, szeminárium - többnyire több féléven át), valamint a szakmai gyakorlat speciális tantervi egységek, a tantárgyak összegzésénél egy-egy tárgyként beszámíthatók.

** professor emeritus is

*** pl.: tanár: mestertanár, gyakorlatvezető tanár, szakoktató, nyelvtanár stb.

II.4. Az oktató személyi-szakmai adatai^{10,11}

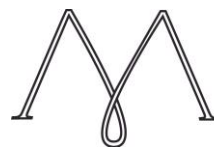
(a) Szakfelelős

Név: Dr. habil. Udvarvölgyi Zsolt András	Születési év: 1973
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
történelem szakos előadó, ELTE BTK (1996) szociológus, ELTE Szociológiai és Szociálpolitikai Intézet (1998) MA in Central European History, Central European University (1998)	
Jelenlegi munkahely(ek) , a kinevezésben feltüntetett munkakör(ök) , több munkahely esetén <u>aláhúzás</u> jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem, BTK Alkalmazott Társadalomtudományok Intézete, főiskolai tanár	
Tudományos fokozat (PhD, CSc, DLA) (<i>friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is</i>), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD fokozat, Irodalomtudományok, Miskolci Egyetem, 2009. dr. habil, Hittudományok, Evangélikus Hittudományi Egyetem, 2023.	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Zsigmond Király Főiskola , Budapest (jelenleg: Milton Friedman Egyetem) 2009. február - 2018. december , mb. előadó, óraadó oktató (A globalizáció folyamata, EU szakpolitikák, EU tagországok összehasonlító elemzése, Az iszlám, Az iszlám Magyarországon, Az iszlám Európában, Iráni film, Iráni	

¹⁰ Ezek a **szükséges és elégséges** adatok (személyenként legfeljebb 2 oldal). **Önéletrajzokat, egész életművet bemutató publikációs listákat nem kér a MAB!**

¹¹ Az oktatói adatlapok csoportosítása (a csoporton belül névsor szerint):

- (1) szakfelelős;
- (2) szakirány/specializáció-felelősök (ha vannak)
- (3) az intézményben foglalkoztatottak (**AT, AR**)
- (4) alkalmazásban lévők (nem foglalkoztatottak) (**AE**) és a vendégoktatók (**V**)



vallások, Mai iszlám média, Világvallások, Vallástörténet, A kereszténység története, Keleti kultúrák, keleti vallások, Magyar utazók, felfedezők, Szulejmán, A globális világ, A világ felfedezése, Magyarország története-dokumentumfilmek tükrében c. tárgyak oktatása)

Nyugat-Magyarországi Egyetem, Sopron, Közgazdaságtudományi Kar, Nemzetközi és Regionális Gazdaságtani Intézet, 2010. március – 2013. december, mb. előadó (Intézményrendszer, érdekérvényesítés és döntéshozatal az EU-ban, ill. Érdekérvényesítés az EU-ban (lobby) c. tárgyak oktatása)

Apor Vilmos Katolikus Főiskola, Vác, 2016. szeptember 1. – 2020. december 31.

főiskolai docens (2018. szeptember 1-től főiskolai tanár), szakfelelős (csecsemő- és kisgyermeknevelő alapképzési szak)

Oktatott tárgyak: Társadalmi egyenlőtlenségek, Egyetemes művelődéstörténet 2, Az egyház szociális tanítása, A szociális gondoskodás története, Pedagóguspálya és munkaerő-piaci ismeretek, Munkaerő-piaci ismeretek, Közigazgatási ismeretek, Bünmegelőzés, Pályaorientáció, A szociálpedagógia elméleti alapjai, Művelődésemélet, Munkába állító tréning, Szociális management, A szociális ellátórendszer formái és intézményei, Az Európai Unió oktatáspolitikája, Oktatás és nevelés gazdasági és oktatáspolitikai kontextusban, Vallásszociológia, EU ismeretek, oktatáspolitikai az EU-ban; továbbá szabadon választható tárgyak (Keleti kultúrák, keleti vallások, Iszlám, Világhírű magyar utazók, felfedezők, A világ felfedezése, Magyarország története-dokumentumfilmek tükrében) c.

Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete, Miskolc, 2021. szeptember 15-től folyamatosan, főiskolai tanár

Oktatott tárgyak: A Közel-Kelet térsége, Az Európai Unió fejlődéstörténete, Magyar politikai gondolkodás története 1-2. gyakorlat, Módszertan gyakorlat 1., Társadalomtörténet, Az amerikai civilizációk, Kultúrdiplomácia, Nemzetközi gazdasági szervezetek, Magyarország az Európai Unióban, Bevezetés a nemzetközi kapcsolatokba (elmélet és gyakorlat), Latin-Amerika a 20-21. században, Japán a 20-21. században, Korea a 20-21. században, továbbá szabadon választható tárgyak (Az iszlám világ múltja és jelene, Világhírű magyar utazók és felfedezők, Magyarország története dokumentumfilmek tükrében) c.

Oktatásban töltött idő: 14 év

Idegen nyelv ismerete

Angol: Felsőfokú C típusú állami nyelvvizsga (2004), CEU diploma (1998), International Business School, Budapest, (2010. április- 2010. május) „Future enlargement of the EU” c. tárgy oktatása, Konferencia előadások angol nyelven: 2000. október 16. „Islam in Hungary in the 20th Century” c. előadás az Osztrák Kelet-és Délkelet-Európa Intézet (OSI) meghívására, Bécs, Ausztria; 2003. április 11. „The Role of History in Promoting Tolerance in Central and Eastern Europe” c. előadás a Friedrich Naumann Alapítvány szervezésében a „Promoting Tolerance Workshop”-on, Varsó, Lengyelország. 2019. augusztus 17. „Milestones in the History of the Ahmadiyya Movement in Hungary” c. előadás az Ahmadiyya Convention-on, Woking, Egyesült Királyság.

Perzsa: középfokú C típusú nyelvvizsga tanúsítvány (4 év modern perzsa nyelvtanulás az ELTE BTK iranisztikai szakján, 1993-1997)

Orosz: PhD fokozathoz szükséges szakmai nyelvvizsga (Miskolci Egyetem, IOK, 2009)

Török: alap (2,5 év törökországi tartózkodás és munkaviszony, 2005-2008)

Latin: egyetemi záróvizsga (ELTE-BTK, 1994)

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

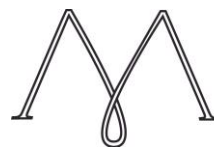
a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények: Publikációs listája (jelenleg 225 tétel, H-index: 8)

<https://m2.mtmt.hu/gui2/?type=authors&mode=browse&sel=authors10013602>

Európai iszlám közösségek a politikai önszerveződés útján. in: Szakmai Szemle. XIX évf. 2. sz. 2021. június. 78-104. old.

A Unique and Great Period of History of Islam in Hungary: The Community of Bosnian Veterans (1931-1947). in: Yeni Türkiye 23. Vol, 97. 2017. pp. 86-100. (Bolek Zoltánnal közösen)

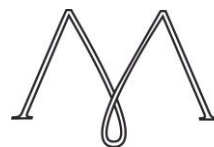
Türkmenisztán - Vámbéry korában és ma. in: Dobrovits Mihály összeáll.: A megtalált örökség. I. Nem-



zetközi Vámbéry Konferencia. Dunaszerdahely, Lilium Aurum, 2003. 223-241. old.
 Az ún. státusztorvényről. in: Esély 14. évf. 1. sz. 2002. 53-58. old.
 Törvény a szomszédos államokban élő magyarokról. Kronologikus áttekintés. in: Beszélő 7. évf. 11. sz. 2002. november. 86-90. old.
 b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:
 Elnyert egyéni ösztöndíjak: 2012-2014. NKA Szépirodalom és Ismeretterjesztés Kollégiuma, ill. Miniszteri keret. Alkotói ösztöndíjak. „Ex oriente lux. Germanus Gyula keletkutató élete és munkássága” c. életrajzi monográfia elkészítésére; 2015-2016 NKA Szépirodalom és Ismeretterjesztés Kollégiuma. Alkotói ösztöndíj. „Vámbéry Ármin a magyar történetíró.” c. tanulmány elkészítésére; 2019-2020 NKA Ismeretterjesztés és Környezetkultúra Kollégiuma. Alkotói ösztöndíj. „Az egyház szociális tanításának magyarországi hatásai” c. kézirat elkészítésére; 2021-2022 NKA Miniszteri keret. Alkotói ösztöndíj „Meskó Lajos Géza SP piarista szerzetes, tanár, költő és nyelvész életének és munkásságának kutatása.”
 c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:
Miniszterelnöki Hivatal Kisebbségi Ügyekért Felelős Politikai Államtitkárság, 2002. június-2004. október, majd Külszolgálatokért és Nemzetpolitikáért Felelős Politikai Államtitkárság, 2004. október – 2005. május 31. politikai főtanácsadó (a határon túli – különösen a kárpátaljai és szlovákiai – magyarsággal való kapcsolattartás, támogatások, pályázatok bonyolítása), az Ukrán - Magyar, ill. a Szlovák - Magyar Kisebbségi Vegyes Bizottság tagja, mint szakértő (2003-2005)
Külgügyminisztérium, 2005. június 1. - 2009. június 30.
 2005. június 1-től tanácsos (diplomáciai rangja III. o. titkár)
 konzuli szakvizsga (2005. augusztus), TÜK-kezelői vizsga (2006. szeptember), rejtjelzői vizsga (2006. december)
 Magyar Köztársaság Főkonzulátusa, Isztambul, Törökország, 2005. szept. 15. -2008. április 20.
 konzul (vízumügyek), biztonsági felelős
 Biztonságpolitikai és Non-Proliferációs Főosztály, 2008. április 21- 2009. február 3., non-proliferációs (COARM, CTBTO, HCoC, NSG) referens
 Afrikai és Közel-keleti Főosztály, 2009. február 4- 2009. június 30., munkatárs

(b) Specializáció-felelősök

Név: Dr. Havasi Virág	Születési év: 1973
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
komplex művészeti terapeuta, 2016, Wesley János Lelkészképző Főiskola szociológus, 2006, ME BTK üzemgazdász, 2000, ME BTK jogász, 1996, ME ÁJK	
Jelenlegi munkahely(ek) , a kinevezésben feltüntetett munkakör(ök) , több munkahely esetén <u>aláhúzás</u> jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem, BTK Alkalmazott Társadalomtudományok Intézete – egyetemi docens	
Tudományos fokozat (PhD, CSc, DLA) <i>(friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is)</i> , ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD (Közgazdaságtudomány) 2009, Debreceni Egyetem	
Az eddigi oktatói tevékenység	
Oktatott tárgyak:	



Erasmus mobilitási program keretében órák tartása külföldi hallgatóknak a ME-en és előadások tartása külföldi egyetemeken, Stipendium Hungaricum képzésen Central Europea Studies MA-n kurzusok:

Sustainable development in Hungary, Art therapy, Ecovillages, Surveys on Values, Social Problems in Movies, Gypsies in Europe, Gypsies in Hungary, Nuevos movimientos religiosos

Economic History of Central Europe

Szociológia osztatlan, BA, MA, szociális munka BA, Nemzetközi kapcsolatok BA, politológia MA, Református közösség-szervező BA képzéseken:

Fenntartható fejlesztés elveinek érvényesítése a területfejlesztésben, Fenntartható fejlődés,

Roma kultúra, Romák az oktatásban, Értékrend, életminőségkutatások, Életmódszociológia

Társadalmi integráció és képzés, Településfejlesztés a gyakorlatban, Kultúra és piacgazdaság, Kultúra és társadalom, Világgazdaságtan, Gazdasági rendszerek elemzése, A társadalomtudományok jogtudományi alapjai, Nemzetközi jog, Közösségi szociális munka,

Európa népei és kulturális kisebbségei, Vallásszociológia, Művészetszociológia, Szakszöveg fordítás

Oktatásban töltött idő: 27

Idegen nyelv ismerete

- A 2017/2018-as tanévtől kezdődően heti rendszerességgel előadások tartása angol nyelven a Central European Studies mesterképzésen
- Erasmus hallgatóknak kurzusok tartása a Miskolci Egyetemen 2010-2016
- Rendszeres vendégoktatás Erasmus mobilitási programon keresztül

2009: Sakarya University- Törökország, 2009: Sakarya University- Törökország, 2010: University of Lodz- Lengyelország, 2011: University of Porto- Portugália, 2012: Sakarya University- Törökország, 2016: Universidad Autonoma de Barcelona- Spanyolország, 2021: Universidad de Granada

- Konferencia-előadások angol nyelven

2022. 05.20. Truth vs post-turth. XI. Kosice dialogue in political science. (International scientific conference for students and young scientists) „Presentation of Protest Actions in Hungarian online news portals”

2021.09.23-24. MultiScience - XXXIV. microCAD International Multidisciplinary Scientific Conference: „Against the Odds-successful Enterprises in the Abauj Region”-

2019. 08.27-29. 7th of ISCI: „New Institutions and Practices in the Hungarian Child Protection System.”

2019. 05.09. In double mirror: new results in researching social innovation and social conflicts. International conference. Miskolc, „Typical conflicts in settlements inhabited by Romani people”

2005. 08. 14-20. 5th International Conference of PhD Students- University of Miskolc, Economics I. „Attitudes and Other Phenomena in connection with Work in the EU”

2005. 08. 14-20. 5th International Conference of PhD Students- University of Miskolc, Economics II. : „Towards a Sustainable Society.”

2004 „3rd International Conference of Young Researchers –Gödöllő: „Debates on Globalization”

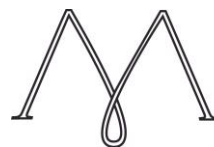
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A(szükebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

HAVASI (2021): A közösség- és helyi gazdaságfejlesztés kapcsolódásai, valamint a kölcsönös hitelen alapuló rendszerek (időbank és helyi cserekereskedelem), kiegészítő s helyi pénzek működésmódja. In: Szociálpedagógia 18/21 pp89-110

HAVASI, V. [2019]: Tervezett közösségek-ökofalvak (élőfalvak) Magyarországon. In: Szellem és tudomány. ISSN 2062-204X pp 5-35.

HAVASI, V. [2019]: Social problems and Economic Performance: Social Innovations in the Hungarian Child Protection System. In: Theory, Methodology, Practice. Vol 16 Issue 02, pp 11-22.

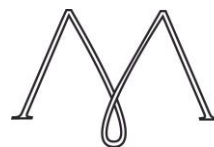


HAVASI, V. [2013]: Környezetvédelmi attitűdök és környezettudatos cselekvés összefüggései a világ tíz országában. In: Anyagmérnöki tudományok (38) ISSN 2063-6784 pp.113-129.
 HAVASI, V. [2013]: The Place of Environment-Related Values in the Value-System. A Cross-Country Analysis. In: Acta Universitatis Sapientia –Social Analysis. Volume 2, No. 2, 2012
<http://www.acta.sapientia.ro/acta-social/C2-2/Social22-2.pdf> Q2

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:
 kutatások végzése az alábbi témákban: civil társadalom, társadalmi mozgalmak, vallásszociológia, társadalmi integráció, értékrend és életminőség, erdőtüzek szociológiai okai

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:
 gyakorlati munka roma közösségek fejlesztésében, tanodák szakmai vezetésében, szociális szövetkezetek alakulásának és működésük beindulásának szakmai támogatásában, állampolgári részvételi technikák adaptációja Miskolcon

Név: Prof. Dr. Papp Z. Attila	Születési év: 1969
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
<i>szociológus, Temesvári Nyugati Egyetem (Universitatea de Vest – Timisoara), 1996</i>	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén <u>aláhúzás</u> jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
<i>Miskolci Egyetem, BTK, Alkalmazott Társadalomtudományi Intézet - egyetemi tanár TK Kisebbségkutató Intézet - kutatóprofesszor</i>	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
<i>PhD (társadalomtudomány) 2006, „dr. habil” (neveléstudomány) 2018.</i>	
Az eddigi oktatói tevékenység	
Oktatott tárgyak:	
<i>oktatott tárgyak:</i> Kultúraelmélet, Kvalitatív kutatási módszertan, Kvantitatív kutatási módszertan (SPSS használata), Többváltozós elemzések, Mintavétel, Módszertan gyakorlat- adatgyűjtés, Diskurzuselemzés, Nyilvánosságelméletek, Oktatásszociológia, Kisebbségek a Kárpát-medencében, Kisebbségvédelmi rendszerek, Társadalmi problémák, Társadalomelmélet	
<i>oktatás idegen nyelven:</i> Minorities in Carpathian Basin (2008/2009, 2009/2010, 2010/2011 tanévek, Corvinus Egyetem, angol nyelven); Legal Constitutional and Social Situation of Ethnic and Religious Minorities in 20th and 21th Century in Central Europe (Miskolci Egyetem, 2017/2018, 2018/2019, 2019/2020, 2021/2022), Ethnic Demography in Central Europe (Erasmus oktató, Sakarya University (Törökország)	
<i>külföldi intézményben:</i>	
<i>Babes-Bolyai Tudományegyetem, Kolozsvár, Románia, II. Rákóczi Ferenc Főiskola, Beregszász, Ukrajna, Újvidéki Egyetem, Szabadkai Kar, Szerbia, Selye János Egyetem, Komárom, Szlovákia, Sakarya University (Törökország)</i>	
Oktatásban töltött idő: 24 év	



Idegen nyelv ismerete

- Előadóképes angol nyelvtudás (külföldön szerzett Upper-Intermediate nyelvvizsga, rendszeres oktató angol nyelven a Miskolci Egyetemen, korábban más intézményekben is, 2 éves angol nyelvű MA képzésben való részvétel az Ethnic and Minorities Studies Programban – ELTE, 1 év CEU: Doctoral Support Program, rendszeres angol nyelvű konferencia előadó)
- Felsőfokú román nyelvismeret: felsőfokú végzettség szerzése román nyelven.

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Csata, Zsombor ; Compton, Betty ; Liu, Amy H. ; Papp Z., Attila: Linguistic diversity in media and state language proficiencies: evidence from Hungarian minority regions in central-Eastern Europe. REGIONAL AND FEDERAL STUDIES 33 : 1 pp. 1-26. (2023)

Papp Z., Attila ; Kovács, Eszter ; Kovács, András: Unpacking the functions of institutions in an emerging diaspora: Hungarian weekend schools in the UK DIASPORA INDIGENOUS AND MINORITY EDUCATION online : online p. 1 (2023)

Papp Z., Attila ; Neumann, Eszter: Education of Roma and Educational Resilience in Hungary In: Mendes, Maria Manuela; Magano, Olga; Toma, Stefania (szerk.) Social and Economic Vulnerability of Roma People : Key Factors for the Success and Continuity of Schooling Levels New York, : Springer-Verlag (2021) 253 p. pp. 79-95.

Arpad, Szokolczai (szerk.) ; Agnes, Horvath (szerk.) ; Attila, Z. Papp (szerk.) The Political Anthropology of Ethnic and Religious Minorities. New York (NY), Amerikai Egyesült Államok , London, Egyesült Királyság / Anglia : Routledge (2018)

Attila, Melegh ; Attila, Papp Z.: Historical Links and Integration of Migrants from Neighbouring Countries in Hungary. In: Aimie, Bouju; Andreas, Edel (szerk.) Similar but Different : Inclusion and Exclusion of Immigrant Communities Sharing Similar Cultural Backgrounds with Their Host Societies München, Max Planck Institute for Demographic Research (2018) 80 p. pp. 47-53.

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

2018-2019: Mobilitás Kiválósági Centrum (MTA TK, az Oktatási mobilitás és a migrációs alprojektek vezetője)

2018: Creative Region Kiválósági Projekt (Miskolci Egyetem, a szociológiai munkacsoport tagja)

2016: Az iskola nem sziget. Társadalmi és oktatási reziliencia multietnikus környezetben (NKFIH)

2015: Genezys2015 – Kárpát-medencei magyar ifjúságkutatás (kutatásvezető)

2013-2014: Iskola és képesség (Bethlen Gábor Zrt., MTA TK Kisebbségkutató Intézet)

2009: Roma tanulók iskolai integrációjának eredményessége Szerbiában (megbízó: Roma Education Fund)

2009: Kárpát-medencei előítélet térkép, különös tekintettel a magyarországi romákkal szembeni előítéletekre (megbízó: CEU, MTA Kisebbségkutató Intézet)

2008 *Roma tanulók iskolai integrációjának eredményessége Romániában* (projektértékelés, megbízó Roma Education Fund)

2007: Kárpát Panel – szociológiai felmérés 5 országban (Magyarország, Románia, Szerbia, Ukrajna, Szlovákia) – kutatásvezető

2006: Equal Access to Education For Roma – EUMAP, OSI, a magyarországi team kutatója

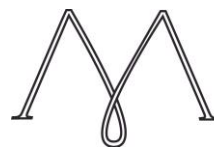
2004 Migráns tanulók a magyar közoktatási rendszerben (megbízó: ENSZ-UNHCR)

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

Társadalomtudományi Kutatóközpont, Kisebbségkutató Intézet – igazgató

FP7-es szakértő (projektértékelés)

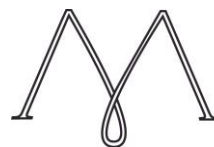
Oktatáskutató képzéssorozat – szervező, tréner



REGIO folyóirat – főszerkesztő
 Országos Statisztikai Tanács, volt elnök, jelenleg tag

(c) AT és AR oktatók

Név: Dr. Csizmadia Ervin	Születési év: 1958
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
magyar, történelem, ELTE, 1987. politikaelmélet, ELTE, 1991.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete, egyetemi docense. 1992 óta az MTA Politikatudományi Intézet munkatársa, 1997-től főmunkatársa. 2007 óta a Méltányosság Politikaelemző Központ vezetője.	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
Politikatudományok doktora (PhD), 1997	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: 1994-1998: Debreceni Egyetem, századvég Politikai Iskola. 1998-tól: Miskolci egyetem Politikatudományi Intézet, majd Alkalmazott Társadalomtudományok Intézet: Pártok és pártrendszerek; Demokráciaelmélet, Hálózatok és agytrösztök; Magyar politika 1990 után, Eszmék és ideológiák; Politikatudomány és politikai elemzés; Irányzatok a politikatudományban. 2014-2018: ELTE Jogi Kar (óraadó). Angolul oktatott tárgyak: ME BTK Central European Studies képzésben: East-Central Europe within the International World Order lec Oktatásban töltött idő: 29 év	
Idegen nyelv ismerete	
Angol nyelvből középfokú C komplex nyelvvizsga Német nyelvből alacsony fokú nyelvvizsga 1998. június – szeptember: Állami Eötvös Ösztöndíj (Berlin, Humboldt Egyetem): Pártok és agytrösztök Nyugat-Európában és Németországban 1999. május-augusztus: Állami Eötvös Ösztöndíj (Berlin, Freie Universität): Agytrösztök és a hálózati politika Nyugat-Európában 2000. október-november: Állami Eötvös Ösztöndíj (Humboldt Egyetem): Az agytrösztök kutatásának irodalma és módszertana. 1999.július- 2003. június: Open Society Foundation Research Support Scheme kutatási ösztöndíja: Agytrösztök Kelet-Közép-Európában komparatív megközelítésben. A téma kutatása során három tanulmányút Berlinben, Münchenben és Prágában. 2003. június: Humboldt Egyetem (Berlin): A pártok alkalmazkodóképessége témában. 2003-2010: 8 tanulmányút (Berlin, München, Bréma): az OTKA, az OKTK, az NKFP, az NKA támogatásával.	



2010. június: tanulmányút és előadás Berlinben a Pártfejlődés történelmi trendjei témában.
2011 – 2018: Négy berlini tanulmányút.

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Csizmadia, Ervin: The adaptation process. The perspectives of the MSZMP leadership of Western Europe in the late Kádár-regime. In: Fazekas, Csaba (eds.) Bonarum Cultores Artium : A Miskolci Egyetem Bölcsészettudományi Karának kutatói almanachja. Miskolc, Hungary: Miskolci Egyetem BTK ATTI (2020) pp. 59-66, 8 p.

Csizmadia, Ervin (eds.): Milyen Magyarország? Milyen Európa: Magyar politikai gondolkodók 1900-1945: szöveggyűjtemény. Budapest, Hungary : Gondolat Publishers (2020), 266 p.
ISBN: 9789636938222

Csizmadia, Ervin: Történelem, politika és nemzeti habitus: Mit mond a mának a mélymúlt? REPLIKA: 106-107 pp. 279-291, 13 p. (2018)

Csizmadia, Ervin: A magyar politikai fejlődés logikája: Összehasonlítható-e a jelen a múlttal, és ha igen, hogyan? Bp, Hungary : Gondolat Publishers (2017) , 410 p. ISBN: 9789636937959

Ervin, Csizmadia: The Hungarian Democratic Opposition in the 1980s. External and Internal Effects and Resources. INTERSECTIONS: EAST EUROPEAN JOURNAL OF SOCIETY AND POLITICS 1: 4 pp. 119-138., 20 p. (2015)

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények

Fontosabb kutatási pályázat, projekt:

Soros-Alapítvány (1988-1990): A magyar demokratikus ellenzék

Politikatörténeti Intézet (1993): A magyar demokratikus ellenzék

Magyar Hitelbank (1990-1991): Pártok és pártrendszerek

OKTK (1993-1994): A népi-urbánus ellentét 1945-1990 Soros Alapítvány (1997): Makkai János (életrajz)

OTKA (1999-2001): Pártok és agytrösztök Nyugat-Európában és Magyarországon

NKFP (2001-2003): Magyarország európaizációja

OTKA (2002-2005): A pártok alkalmazkodóképessége

OKTK (2002-2004): Nemzet és globalizáció gondolata a magyar közgondolkodásban

OKTK (2003-2004): Kormányáselméletek az ezredforduló Magyarországon

NKFP (2003-2004): A magyar politika, gazdaság és társadalom európai versenyképessége

OTKA (2005-2008): Magyar pártok az EU-ban

OTKA (2007-2009): A magyar politikatudomány hagyományai.

NKA (2007): Ösztöndíj a Politikatudomány és politikai elemzés c. könyv megírására

NKA (2008): Ösztöndíj a társadalom politikaelméleti koncepciója c. könyv megírására.

OTKA (2012-2014): A magyar pártfejlődés történelmi és komparatív perspektívában.

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

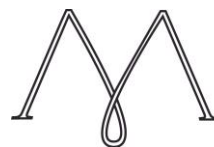
A magyar demokratikus ellenzék 1968-1988 Monográfia 1-3 kötet. Budapest: T-Twins Kiadó, 1995. 1028 p.

Pártok és agytrösztök. Think-tank szervezetek Nyugat-Európában és Magyarországon. POLITIKATUDOMÁNYI SZEMLE 7:(4) pp. 5-29. (1998)

Makkai János. Ösztön és politika. A magyar reformjobboldal a két háború között. Budapest: Új Mandátum Kiadó (ÚMK), 2001. 215 p.

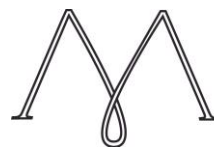
Ungarn sucht den Superstar: Die ungarischen Parlamentswahlen 2006. OSTEUROPA 2006:(5) pp. 75-86. (2006)

Szakmai társaságok:



A politológus szakmában az 1990-es évek eleje óta vesz részt. Számos szervezetnek tagja. Így főszerkesztője volt a Politikatudományi szemlének (2004-2013). Jelenleg szerkesztőbizottsági tag.
 Az MTA Politikatudományi Bizottság tagja.
Szervezeti tagságok:
 MTA Politikatudományi Bizottság,
 Politikatudományi szemle szerkesztőbizottsági tagság,
 Méltányosság Politikaelemző Központ vezetése,
 tanulmányok hazai folyóiratokban.
 2017-ben könyv publikálása a Gondolat Kiadónál: A magyar politika fejlődés logikája. A könyv rövidített változatának angol publikálása (2020).
 Kapcsolatok a berlini Humboldt Egyetemmel és a Freie Universität-tal.

Név: 范立云 (Fan Liyun)	Születési év: 1965.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Qualification Certificate for Teaching Chinese as a Foreign Language, 2006. Master's degree in Linguistics, Beijing Foreign Studies University 2001. Bachelor's degree in English Language and Literature, Sichuan Normal University, English Department, 1988.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
<u>Miskolci Egyetem, Konfuciusz Intézet, kínai nyelv és kultúra oktató</u> <u>Pekingi Vegyipari Egyetem, oktatója</u>	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
-	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: English Listening Comprehension, English Conversation, English Intensive Reading, English Grammar, Audio-visual English, Business English, International Trade Practical English, Business English Translation, Intensive Reading of English, Business English, Chinese-English Translation, Term Paper, graduate paper supervision, HSK 1-6, Oral Chinese, Chinese Culture.	
Oktatásban töltött idő: 24 év	
Idegen nyelv ismerete: angol és kínai (utóbbi anyanyelve).	
<ul style="list-style-type: none"> • Certificate of BEC (Business English Certificate) • A 2017/2018-as tanévtől heti rendszerességgel tart előadásokat, nyelvórákat a Konfuciusz Intézetben. • Évtizedes nemzetközi oktatási tapasztalat. 	
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata	
a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények: 1.Course book: Learning about China from Newspaper—Elementary Newspaper Reading, translation of the whole book, Beijing Language and Culture University Press 2006 2.Course book: A Practical English – Oral English Book1 (Unit1-4) , Foreign Language Teaching	



and Research Press, 2009
 3.Course book: A Practical English – Oral English Book2 (Unit1-4) , Foreign Language Teaching and Research Press, 2010
 4.Course book : A Practical Hotel English, Qinghua University Press, 2009
 5.A Metaphorical Study of Computer Language from Cognitive Approach, Applied Linguistics journal 2005

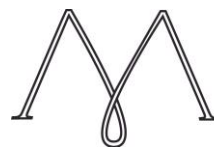
b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

- Excellent educator 2003 of Beijing Industry System honored by Beijing Economy and Trade Commission in the year of 2003
- Excellent teacher of 2019 Confucius Institute at UoM
- Excellent supervisor of English Speech Contest organized by Beijing Foreign Language Teaching and Research Press
- Member of European Association of Chinese Teaching
- Qualification Certificate for Teaching in Colleges and Universities, 1996
- Certificate of Training for Directors of Confucius Institute, 2016
- Certificate of Training for Chinese Teachers of Confucius Institute, 2019

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

2012. - 2013. University of California, Berkeley, America, Visiting Scholar
 1991 - 1992. Beijing Normal University, Advanced Teacher Training program
 Certificate of the Outstanding Teacher Award in School of International Education, 2019

Név: Dr. habil. Fazekas Csaba	Születési év: 1968
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
történelem szakos előadó, ELTE BTK, 1992	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete; egyet. docens	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD. (történettudomány) – 1999 dr. habil. (történettudomány) – 2007	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: 1992– Miskolci Egyetem: Politikai rendszerek Magyarországon I-II., Egyházpolitika, Szakdolgozati szeminárium, Magyarország története az újkorban, Politikai eszmék és gyakorlat a 19-20. századi Magyarországon, Bibliográfiai gyakorlat, A politikai sajtó története Magyarországon, Politikai ideológiák, Pártok és pártrendszerek Magyarországon, A polgári átalakulás kora Magyarországon, Kossuth Lajos 1848–49-ben, A negyvennyolcas forradalom vitás kérdései, Bevezetés a történettudományba. Oktatott tárgyak idegen nyelven: / Religions, Churches and Religious Minorities in Central Europe; Political Processes in Europe Erasmus- és V4 oktatási programokban: 1. Central European Nations and Countries in the 19th century. 2. Political System of Hungary in Interwar Period. 3. Political System of Hungary and Neighbours,	



1945–1990. 4. Two Transitions in Hungary, 1989–2010.
Oktatásban töltött idő: 31 év

Idegen nyelv ismerete

Középfokú (B2) szintű angol nyelvvizsgabizonyítvány (1994).

A 2017/2018-as tanévtől heti rendszerességgel angol nyelvű kurzusok tartása a Central European Studies mesterképzésen.

Rendszeres vendégoktatás Erasmus mobilitási programon keresztül. (6 alkalommal oktatói mobilitás Ostrava, Opole és Kielce egyetemein. 8 alkalommal munkatársi mobilitás az említettek mellett Barcelona és a törökországi Sakarya Egyetemen.)

3 alkalommal részvétel Visegrad Fund előadások megtartásával („Political Regionalization of Visegrad Countries” (Visegrad Fund, VUSG Project ID: 61450022)

Nemzetközi tudományos konferenciákon tartott angol nyelvű szakmai előadások száma: 24. (<https://www.uni-miskolc.hu/~bolfazek/konfer.htm>)

Nemzetközi kutatási projektekben való részvétel: Political Catholicism in interwar Europe, 2000–2001. (Magyarországi könyvfejezet elkészítése, projektvezető: Wolfram Kaiser, University of Plymouth.); The Roman Catholic Church and the Fascism in Europe, 2010–2011. (Magyarországi könyvfejezet elkészítése, projektvezető: Jan Nelis, Université Libré de Bruxelles.); Image of Muslims and Arabs in European Textbooks, 2005–2011. (Magyarországi szakértői tanulmány elkészítése, UNESCO-projekt.)

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Impact of the Waco Branch Davidian Case and the Anticult Movement in Post-Communist Hungary. In: Nova Religio, 2022. Nr. 1. 59–82.

Rise and Fall of Beer Lovers' Parties in East Central Europe: Party History and General Lessons. In: Region. Regional Studies of Russia, Eastern Europe, and Central Asia, 2021. Nr. 2. 211–234.

The Genesis of 'Hungarism': Bishop Ottokár Prohászka and the Extremist Right in 1920s Hungary. In: Occasional Papers on Religion in Eastern Europe, 2015. Nr. 5. 41–66.

The Roman Catholic Church and the Extreme Right-wing Ideologies in Hungary, 1920-1945. In: Jan Nelis – Anne Morelli – Danny Praet (eds.): Catholicism and Fascism in Europe, 1918–1945. Hildesheim, Georg Olms Verlag, 2015. 367–378.

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

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

The 'Christian' Ideology of the early Extreme Right Movements in Hungary in the 1920's. In: Martina Schneiderová (ed.): Teorie a skutečnost. Obraz člověka ve společenských vědách : Theory and Reality. Image of a man in the social sciences. Ostrava, VSB-Technical University of Ostrava, 2015. 100–108.

The Image of the Arabs in Hungarian History Textbooks and History Teaching. In: International Journal of Historical Learning Teaching And Research, 2013. Nr. 1. 87–106.

'Numerus clausus represents a strong national ideology'. In: Victor Karady – Peter Tibor Nagy (eds.): The numerus clausus in Hungary. Studies on the First Anti-Jewish Law and Academic Anti-Semitism in Modern Central Europe. Budapest, Central European University, 2012. 165–175.

The lessons from the past: the church-state relations and the beginnings of Political Catholicism in Hungary from 1790 to 1848. In: Central European Political Science Review, 2006. Nr. 6. 99–115.

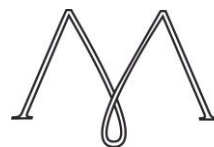
The Dawn of Political Catholicism in Hungary, 1844–1848. In: Hungarian Studies, 1998. Nr. 1. 13–26.

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

Országos szakmai szervezetekben való részvétel, vezetői tevékenység:

– Egyháztörténeti Szemle szerkesztője (2000–)

– Magyar Rektori Konferencia, Bölcsészeti- és Társadalomtudományi Szakbizottság (elnök, 2006–2010)



- Országos Tudományos Diákköri Tanács Humán Tudományi Szakbizottsága (tag, 2004–2018)
- MTA Területi Akadémiai Bizottság, Miskolc (elnökségi tag: 2020–2023; a Klubtanács elnöke: 2020–2023)
- Magyar Történelmi Társulat (titkár, 2011–2015; főtítkár-helyettes, 2015–2019; igazgatóválasztmányi tag, 2019–)
- Történelemtanárok Egylete (elnökségi tag: 2004–2006., alelnök: 2006–2011, elnökségi tag: 2011–)
- Borsod-Abaúj-Zemplén Megyei Honismereti Szövetség (elnökségi tag, 2001–)

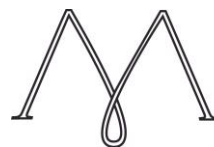
Kiemelt országos szakmai ösztöndíj:

- Bolyai János Akadémiai Ösztöndíj (1999–2001)
- Széchenyi István Ösztöndíj (2003–2006.)
- OTKA (témavezetés: 2001–2003, részvétel: 3 alkalommal)

Kitüntetések, elismerések:

- Kitüntető Tudományos Díj (MTA Miskolci Területi Bizottsága) 2006
- Szabó Magdi Díj a történelemtanításért. (Történelemtanárok Egylete) 2016
- Herman Ottó Tudományos Díj (Miskolc M.J. Város Önkormányzata) 2021
- Bél Mátyás Emlékplakett (Országos Honismereti Szövetség) 2021
- A Miskolci Egyetem Kiváló Tudományos Szerzője I. díj (BTK) 2022

Név: Dr. Fekete Sándor	Születési év: 1976
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
filozófia szakos bölcész és középiskolai tanár, Miskolci Egyetem, 2000 magyar nyelv és irodalom szakos bölcész és középiskolai tanár, Miskolci Egyetem, 2001 politológia szakos bölcész és középiskolai tanár, Miskolci Egyetem, 2003	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete, egyetemi adjunktus	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD (irodalomtudomány) 2017	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Public administration and local government, Theories of decentralisation, (II)liberalism, Political theories, Hungarian political system, V4 Countries, Bevezetés a politikatudományba, Bevezetés a társadalomfilozófiába, Európai Uniók politika, Az érvelés mestersége, Politikai filozófia, Modern politikai filozófia, Politikai kultúra, A meggyőzés és a retorika módszerei, Kommunikációs készségfejlesztés, Kortárs politikaelméletek, Összehasonlító politológia, A modern politikaelméletek egyes problémái (Fontosabb kurzus-címek.) Oktatásban töltött idő: 20 év	
Idegen nyelv ismerete	
<ul style="list-style-type: none"> • PhD nyelvvizsga (Miskolci Egyetem, 2011) • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül (az elmúlt 3 év oktatási célú kiutazásai): 2023 ERASMUS+ ösztöndíj (Miskolci Egyetem, Vysoká Škola Báňská – Technická Univerzita Ostrava) Téma: Közigazgatás és helyi önkormányzatok, Decentralizációs elméletek, Il(liberalizmus) A részvétel jellege: Vendégoktató 2023 ERASMUS+ ösztöndíj (Miskolci Egyetem, University of Macedonia) Téma: Politikaelméletek, Magyar politikai rendszer, 	



Aktualitások A részvétel jellege: Vendégoktató
2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, Vysoká Škola Báňská – Technická Univerzita Ostrava) Téma: Közigazgatás és helyi önkormányzatok, Decentralizációs elméletek, Il(liberalizmus), V4 országok A részvétel jellege: Vendégoktató
2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, University of Macedonia) Téma: Politikaelméletek, Magyar politikai rendszer, Aktualitások A részvétel jellege: Vendégoktató
2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, Universitatea din Oradea) Téma: Közigazgatás és helyi önkormányzatok, Politikaelméletek, Magyar politikai rendszer, Kurzusharmonizációs lehetőségek A részvétel jellege: Vendégoktató
2021 ERASMUS+ ösztöndíj (Miskolci Egyetem, Universitat Politècnica de Catalunya, Escola Universitaria D'Enginyeria Tecnica de Terrassa, Barcelona) Téma: Oktatási rendszerek, oktatási-mobilitási lehetőségek az Európai Unióban, dublini deskriptorok A részvétel jellege: Résztvevő kutató, vendégoktató

- Konferencia-előadások angol nyelven (az elmúlt 5 évből)

2021. október 1. The impact of the pandemic on the Hungarian local government system. Elhangzott a „Pandemic and Democracy” c. online nemzetközi konferencián.
2021. április 15. Conflicts in the Hungarian Local Government System. Elhangzott a “30 Years of the Visegrad Group - Successes, Failures and Prospects” c. online nemzetközi konferencián.
2020. augusztus 5. Legitimacy problems and conflicts of state socialism and regime change. Elhangzott a Nyári Egyetemen, Thesszalonikiben, a University of Macedonián.
2020. augusztus 4. The transformation of the Hungarian local government system. Elhangzott a Nyári Egyetemen, Thesszalonikiben, a University of Macedonián.
2019. május 9. Conflicts in the Hungarian Local Government System. Elhangzott az „In Double Mirror: New Results in Researching Social Innovation and Social Conflicts” c. nemzetközi konferencián, a MAB-ban.
2019. május 16. The Characteristics of the Hungarian Self-Government System. Elhangzott a “Slovakia, Europe, World” c. nemzetközi konferencián, a kassai Pavol Jozef Šafárik Egyetemen.
2017. április 26. Change of the Local-self Governments’ Sovereignty in Hungary. Elhangzott a „Current Trends of Public Administration in the European Area” c. nemzetközi konferencián, Holičban.
2017. május 12. The Effect of the Amendments of Hungary’s Fundamental Law on the Sovereignty of Local Self-governments. Elhangzott a „Current Issues of Theory and Practice of Politics and International Relations” c. nemzetközi konferencián, a kassai Pavol Jozef Šafárik Egyetemen.

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

2022 Conflicts in the Hungarian Local-Government System = 30 Years of the Visegrad Group. Volume 1: Political, Legal, and Social Issues and Challenges, szerk. Kancik-Koltun, Ewelina, Lublin, Maria Curie-Skłodowska University Press, 2022, 87–104.

2020 A Contemporary System of Local Self-Government in Hungary. In: Kancik-Koltun, Ewelina; Smolík, Josef; Radek, Miroslav (ed.): Local Government in the Visegrad Countries. Lublin: Maria Curie-Skłodowska University Press, 145-168.

2018 Contemporary Parliamentary Political Parties in Hungary In: Contemporary Political Parties and Party Systems in the Visegrad Group Countries. Lublin: Marie Curie-Skłodowska University Press, 147-173.

2017 Change of the Local Self-governments' Sovereignty in Hungary, Slovak Journal of Public Policy and Public Administration, 2017/1, 20–29.

2016 Theories and Practices Concerning Legitimation Crises, Review of History and Political Science, 2016/2, 52–55.

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

Vezetői megbízatások:

– Magyar Tudományos Akadémia Miskolci Területi Bizottsága Társadalomelméleti Szakbizottsága Politikatudományi Munkabizottságának elnöke (2020–)

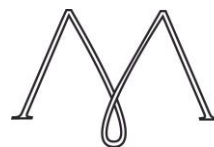
– Miskolci Egyetem Bölcsészettudományi Kar Tudományos Diákköri Tanácsának titkára (2007– Országos szakmai szervezetekben való részvétel, vezetői tevékenység:

– Magyar Filozófiai Társaság tagja

Nemzetközi kutatási együttműködések:

2018-tól és jelenleg is: A V4-es országok politikai rendszereinek vizsgálata különböző aspektusokból (pl. pártok és pártrendszerek, helyi önkormányzatok, biztonsági kihívások, az orosz-ukrán háborúhoz való viszony). Kutatásvezető: Ewelina Kancik-Koltun, Maria Curie-Skłodowska University, Lublin A részvétel jellege: együttműködő partner

2017-től és jelenleg is: Aktuális politikai kérdések komparatív vizsgálata Szlovákiában és Magyarországon. Kutatásvezető: doc. Mgr. Alexander Onufrák, PhD, Pavol Jozef Šafárik University in Košice A részvétel jellege: együttműködő partner



2013-tól és jelenleg is: A magyar és a cseh politikai rendszer összehasonlító elemzése. Kutatásvezető: Olga Gubová, Vysoká Škola Báňská – Technická Univerzita Ostrava A részvétel jellege: együttműködő partner

2009-től és jelenleg is: A magyar, a spanyol és az európai politikai és oktatási rendszerek összehasonlító elemzése. Kutatásvezető: Javier Canavate, Universitat Politecnica de Catalunya, a College of Industrial Engineering of Terrassa (EUETIT-UPC) A részvétel jellege: együttműködő partner

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

Kitüntetések, elismerések:

2020 Signum Aureum Universitatis Miskolciensis (Miskolci Egyetem Szenátusa)

2018 Kiváló Konzulensi Oklevél (Miskolci Egyetem)

2017 Kiváló Oktató (Miskolci Egyetem)

2013 Esélyért Díj (Miskolci Egyetem)

Fontosabb pályadíjak:

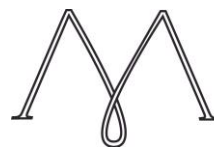
– Magyar Tudományos Akadémia Miskolci Területi Bizottsága Társadalomelméleti Szakbizottságának Tudományos Díja (2017)

– Országos Tudományos Diákköri Tanács Emlékérme a TDK 60. „születésnapja” alkalmából (2011)

– Pro Renovanda Cultura Hungariae Alapítvány ösztöndíja (2010)

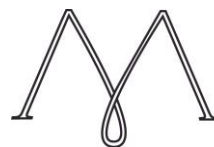
– Miskolc Város Ösztöndíjasa („Útravaló Európába”) (2009)

Név: Gergely Noémi (艾米)	Születési év: 1995.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
MSc: Kínai, mint idegen nyelv tanár, Capital Normal University, Peking (Kína), 2019. BSc: Beijing Foreign Studies University, 2016. BSc: Eötvös Loránd Tudományegyetem / Sinológia 2017.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén <u>aláhúzás</u> jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
<u>Miskolci Egyetem (Konfuciusz Intézet), nyelvtanár</u>	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
-	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: nyelvórák (szóbeli és írásbeli) Kezdő kínai nyelv kurzus: HSK1, HSK1C Haladó kínai nyelvi kurzusok: HSK2, HSK2C Kezdő kínai szóbeli kurzus: HSKK1 (Hallás utáni szövegértés és szóbeli óra)	
Oktatásban töltött idő: 3 év	
Idegen nyelv ismerete	
<ul style="list-style-type: none"> • Kínai HSK Level 6 (államilag elismert, felsőfok) • Angol középfokú „C” típusú nyelvvizsga 	
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata	



- Alapító tagja a Közép-európai Kínainyelv-tanárok Országos Egyesületének (2022.).
- Szerkesztő, fordítója a "Little Chinese Dictionary" sorozat magyar nyelvű példányának.
- A Pekingi Kodály Központ ösztöndíjasa, majd hivatalos tolmácsa és programszervezője (2018-2020).

Név: Dr. Kuttor Dániel	Születési év: 1979.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Szakértő, Továbbképzés Kína oktatásáról és kultúrájáról - Csöcsiangi Egyetem, 2018. Vezetői coaching tréning – Miskolci Egyetem, 2015. Innovátor, Warp-Innovation Boost Camp - ME, 2008. Abszolutórium - ME GTK, Phd képzés 2005. MSc Gazdaságtudomány, Európai Unió szakirány, 2002.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem: <u>GTK, Világ- és Regionális Gazdaságtan Intézet, egyetemi docens</u> Konfuciusz Intézet, intézetigazgató	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD, Közgazdaságtudományok, MEG, GTK, 2010.	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Economic Geography, Applied GIS (az angol nyelvű tárgyak hangsúlyosan szerepeljenek!) Nemzetközi Szervezetek, Nemzetközi és regionális gazdasági kapcsolatok, Nemzetközi fejlődés és fejlesztés, Kína helyzete és kapcsolatai a globális gazdasági térben, Kína a nemzetközi erőterben a XX-XXI. században.	
Oktatásban töltött idő: 21 év	
Idegen nyelv ismerete angol nyelvből	
<ul style="list-style-type: none"> • Középfokú „C” típusú nyelvvizsga angol nyelvből; • 2017 májusa óta a Konfuciusz Intézet magyar igazgatója; • a 2017/2018-as tanévtől kezdődően heti rendszerességgel előadások tartása angol nyelven a MBA mesterképzésen; • rendszeres vendégoktatás Erasmus mobilitási programon keresztül; • vendégelőadó és konferencia-előadó angol nyelven (pld. Baia Mare, Beijing, Glasgow, Ivano-Frankivszk, Katowice, Kosice, Tbilisi, Yerevan.) • elnyert ösztöndíjak: <ul style="list-style-type: none"> ○ 2015 kutatói ösztöndíj, University of Glasgow, CRCEES, Glasgow, Egyesült Királyság ○ 2014-16 és 2020-22 vendégelőadó, Ivane Javakhishvili State University, Tbiliszi, Georgia ○ 2012 kutatói ösztöndíj, University of Glasgow, CRCEES Glasgow, Egyesült Királyság ○ 2009 Summer Academy, Agglomeration, Industries and Innovation - ESSID 2009 BARCELONA, Spanyolország 	



- 2007 Summer School, 16th Research Summer Academy; European Doctoral Programmes Association for Management and Business Administration, Soréze, Franciaország.
- 2003 Kutatói tevékenység, Universität Otto von Guericke, Magdeburg, Németország.

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Kuttor, D.: A kínai iparpolitika evolúciója, nemzeti válasz és regionális hatás (The evolution of chinese industrial policy, national response and regional impact), In: Veresné, Somosi Mariann; Lipták, Katalin; Harangozó, Zsolt (szerk.) "Mérleg és Kihívások - Fenntarthatóság" XII. Nemzetközi Tudományos Konferenciakötet, Miskolci Egyetem Gazdaságtudományi Kar (2022) 760 p. pp. 193-203. , 11 p.

Kuttor, D.: New drivers of industrialization and novel aspects of Hungarian-Chinese bilateral cooperation. Chinese foreign investments in Hungary; TÉR ÉS TÁRSADALOM 36 : 3 pp. 99-121. , 23 p. (2022)

Kuttor, D.: A magyar-kínai felsőoktatási és ipari együttműködés eredményei és tapasztalatai Borsodban In: Kasznár, Attila; Hágen, Ádám (szerk.) Kína Kollégium, Antológia Kiadó (2021) 278 p. pp. 117-124. , 8 p.

Kuttor, D.; Liu, J.: Album on the Fifth Anniversary of Confucius Institute, Activities and Achievements of the Sino-Hungarian Cooperation in Northern Hungary- Miskolc, Magyarország, (2018) , 32 p.

Kuttor, D.; Nagy, Z.; Sebestyén, Szép T.: Világgazdasági régiók a XXI. században - kihívók és vetélytársak

Miskolc, Magyarország : Miskolci Egyetemi Kiadó (2014) , 172 p. ISBN: 9786155216589

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények

5 fontosabb kutatási pályázat, projekt:

- "Új trendek a magyar ipar térszerkezetében a negyedik ipari forradalommal összefüggésben" (NKFIH 125091) Magyar Nemzeti OTKA Kutatás
- "Szociális és szolidáris gazdaság a poszt-szocialista perifériákon" (K112928.) Magyar Nemzeti OTKA Kutatás
- „CONTENT: Cross-border innovation network for technology transfer” HUSKROUA/1101/194 projekt
- NORRIS; FP6 Project: Észak-Magyarország és Kassa Kerület Innovációs Stratégiája Projekt
- DEPURE; INTERREG IIC Project: Développement d'un système durable pour la prise de Décisions Publiques au niveau Régional dans l'économie de la connaissance

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

Kitüntetések, elismerések:

2020. „Signum Aureum Universitatis” (Miskolci Egyetem)

2017. „Egyetemi adjunktus” cím (Pekingi Vegyipari Egyetem)

2015. Kiváló oktató (Miskolci Egyetem Hallgatói Önkormányzat)

2012. Hantos Elemér Díj (Miskolci Egyetem, Gazdaságtudományi Kar elismerése)

2011. "Ifjú kutató" (Magyar Tudományos Akadémia elismerése)

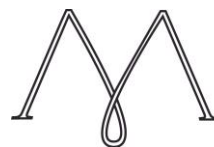
Név: **Dr. Kunt Gergely**

Születési év: **1981**

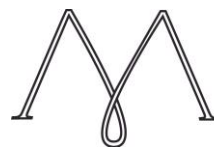
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve

Miskolci Egyetem 2007 ()

ELTE BTK 2013 (doktori)

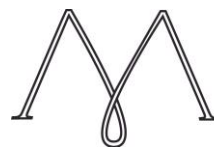


<p>Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén <u>aláhúzás</u> jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott! ME BTK</p> <ul style="list-style-type: none">- 2011-2015 egyetemi tanársegéd- 2015-2022 egyetemi adjunktus- 2022- egyetemi docens
<p>Tudományos fokozat (PhD, CSc, DLA) (<i>friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is</i>), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek</p> <p>2013, - ELTE PhD fokozat történelemtudomány.</p>
<p>Az eddigi oktatói tevékenység</p> <p>Oktatott tárgyak: Central European Studies, kulturális antropológia képzés, nemzetközi tanulmányok képzés, osztatlan tanári, MA és BA diszciplináris történelem Oktatásban töltött idő: 12 év</p>
<p>Idegen nyelv ismerete</p> <ul style="list-style-type: none">• 2005 angol középfok, 2007 német középfok• 2016 óta tanítok külföldi diákokat a Central European Studies képzésen belül• Számos nemzetközi projektben vettem részt az utóbbi években: <p>2022 Research Fellow, Wiener Wiesenthal Institut für Holocaust-Studien (VWI) (Projektcím: A Comparative Analysis of Anti-Romani and Anti-Semitic Narratives in Private and Public Discourse in Hungary from World War I to World War II)</p> <p>2020 Postdoctoral Fellow, Fritz Bauer Institute, Frankfurteri Egyetem (Projektcím: The Public and Private Memory of “Children’s Republic” Gaudiopolis Orphanage in Post-World-War II Budapest)</p> <p>2017 Junior Core Fellow, Institute for Advanced Study, Central European University, Budapest (Projektcím: Masters of Apathy: Ordinary Bystander Mentalities during the Holocaust, as Reflected in Gentile Diaries from Hungary and Austria)</p> <p>2017 Collegium Hungaricum, Bécs (Projektcím: A második világháború osztrák kamaszok naplójában)</p> <p>2016 EHRI [European Holocaust Research Infrastructure] Fellow, Vienna Wiesenthal Institute for Holocaust-Studies, Bécs (Projektcím: Comparing Austrian and Hungarian Mentalities Between 1938 and 1945) 2 hónap</p>
<p>Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata</p> <p>a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:</p> <p>Kunt, Gergely: A háborús nemi erőszak képi elbeszélése a Valahol Európában című filmben In: Virányi, Péter (szerk.) Nők a hátszágban : Női sorsok és szerepek a második világháború alatt Pécs, Magyarország : Kronosz Kiadó (2022) pp. 139-158. , 20 p.</p> <p>Kunt, Gergely: Sztéhlo Gábor visszaemlékezésének metamorfózisai Bozóky Éva szerkesztésében Credo: Evangélikus Műhely XXVIII : 2 pp. 65-73. , 9 p. (2022)</p> <p>Kunt, Gergely: Utószó In: Sztéhlo, Gábor; Kunt, Gergely Háromszázhatvanöt nap : Emlékek a magyarországi zsidómentésről 1944-ben Budapest, Magyarország : Magvető Kiadó (2022) 578 p. pp. 485-532. , 48 p.</p> <p>Kunt, Gergely ; Maya, J. Lo Bello (Fordító) The Children's Republic of Gaudiopolis: The History and</p>



Memory of a Children's Home for Holocaust and War Orphans, 1945-1950
Wien, Ausztria , Budapest, Magyarország : Central European University Press (2022) , 248 p.
b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:
2013-2014 Nemzeti Kiválósági Ösztöndíj
2016 Benda Gyula Díj
c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

Név: Prof. Dr. Kürti László	Születési év: 1953
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Kulturális antropológus Doctor of Philosophy – PhD Anthropology 1984–1989	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete, egyetemi tanára.	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
1989: University of Massachusetts, Amherst, USA (PhD), Antropológia) 2006: Habilitáció, Irodalomtudomány doktori iskola, Miskolci Egyetem 2015: Egyetemi tanári kinevezés	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: 1989-1991, The American University, Washington DC, Kurzusok: Antropológiai elmélet, Társadalmi nemek, Amerikai nemzetiségek 1991-1992, Babes-Bolyai Tudományegyetem, vendégprofesszor, előadás: Kisebbségek, nacionalizmusok 1993-1995, ELTE Folklore Tanszék, Kisebbség és nacionalizmus, Terepmunka, Kulturális antropológia módszertana 1994-1996, ELTE, Állam-és Jogtudományi Kar, Politikai antropológia, Amerikai demokrácia 1998- Miskolci Egyetem, BA, MA, képzés: Bevezetés a politológiába, Politikai antropológia, Modern társadalomelméletek, Amerikai demokrácia és politikai kultúra, Angol szaknyelv, Média és helyi társadalom, Ifjúság és politika, 20th century Political Culture: Hungary in East-Central Europe. Oktatásban töltött idő: 34 év	
Idegen nyelv ismerete	
Angol nyelvből középfokú C komplex nyelvvizsga 1989-1991, The American University, Washington DC, Kurzusok: Antropológiai elmélet, Társadalmi nemek, Amerikai nemzetiségek 1989: University of Massachusetts, Amherst, USA (PhD), Antropológia)	
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata	
<u>a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:</u>	



Kürti, László

The culture of Hungarian anti-semitism

In: Jeffrey, Kaplan (szerk.) Anti-Semitism in Hungary : Appearance and Reality
Reno (NV), Amerikai Egyesült Államok : Helena History Press (2022) pp. 121-128. , 8 p.

Kürti, László

Invented Nation – Invented Tradition: Questions about Jászkun Revival and Identity

SZELLEM ÉS TUDOMÁNY 11 : Special Issue 1 pp. 356-365. , 10 p. (2020)

Kürti, László

Anthropological Deficits after Writing “Postsocialism”

CARGO: CASOPIS PRO KULTURNI SOCIALNI ANTROPOLOGII / JOURNAL FOR CULTURAL
SOCIAL ANTHROPOLOGY 1 : 2 pp. 5-18. , 14 p. (2020)

Kürti, László

Ikonoграфия és identitás: a jászkun települések politikai szimbólumrendszerének változása

In: Barna, Gábor (szerk.) Jászkunsági és kunszentmártoni tanulmányok : A XI. Jászkunság kutatása
című konferencia előadásai

Kunszentmárton, Magyarország : Kunszentmárton Város Önkormányzata (2020) pp. 46-61. , 15 p.

Kürti, László

Kitalált nemzet – kitalált hagyomány: a jászkunsági identitás és revival kérdése

SZELLEM ÉS TUDOMÁNY 11 : Különszám pp. 390-399. , 10 p. (2020)

Kürti, László

A család és a nagycsalád változásai Csereháton és a Kiskunságban

In: Barna, Gábor; Kiss, Endre (szerk.) A család egykor és ma 5.

Szeged, Magyarország, Szeged, Magyarország : MTA-SZTE Vallási Kultúrakutató Csoport (2019) 305
p. pp. 270-283. , 14 p.

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények

Fontosabb kutatási pályázat, projekt:

1998-2002, Széchényi Professzori ösztöndíj

2001 *The Remote Borderland: Transylvania in the Hungarian Imagination*, (State University of
New York Press, Albany).

2002 *Youth and the State in Hungary: Capitalism, Communism and Class* (London: Pluto).

2004 *Working Images,*” London: Routledge (társzerkesztők A. Afonso, and S. Pink).

2005-2011 SUSDIV, Európai Bizottság, 6. keretprogram, pályázat résztvevő

2006 *Ladánybenei évszázadok*. Ladánybene: Községi Önkormányzat.

2009 *Postsocialist Europe: Perspectives from home* (társzerkesztő P. Skalnik), London: Berghahn
Books.

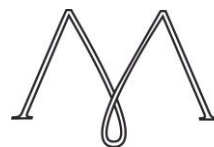
2011 „Hungarians,” in Jeffrey E. Cole ed., *Ethnic Groups of Europe. An Encyclopedia*. Santa Barbara,
CA: ABC-Clio, 185-190.

2011 *Every Day's a Festival!: Diversity on Show*. (társzerkesztők Susanne Küchler, László Kürti &
Hisham Elkadi), Sean Kingston Pubs.

2012 „Liberty, Equality and Nationality: National Liberalism, Modernization and Empire in Hungary in
the 19th Century”, in Matthew P. Fitzpatrick ed., *Liberal imperialism in Europe*. New York:
Palgrave Macmillan, 91-114.

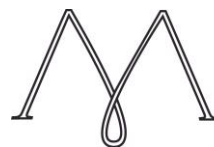
2012 „Twenty Years After: Rock Music and National Rock in Hungary.” *REGION: Regional Studies of
Russia, Eastern Europe, and Central Asia* 1 (1): 93-129.

2016 „Agrarian Ideology and Local Governance: Continuities in Postsocialist Hungary”. (with Chris



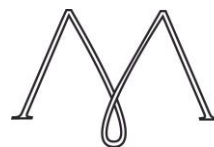
<p>Hann), in A. Berich and T. Retka, eds., <i>Knight from Komarov to Petr Skalník for his 70 birthday</i>. Prague: AntropoEdice, 93-115.</p> <p>2018 The Plow and the Stallion: Political turmoil in a working-class district of Budapest, in I. Pardo and G. Prato eds., <i>Palgrave Handbook on Urban Ethnography</i>, Macmillan, 221-240.</p> <p>“Images of Roma in post-1989 Hungarian Media,” in Steven Tötösy de Zepetnek and Louise O. Vasvari eds., <i>Comparative Hungarian Cultural Studies</i>, West Lafayette, IN: Purdue University Press, 296-307.</p> <p><u>c.az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:</u></p> <p>1986, Csepel Művek, ifjúságpolitika és politikai szocializációs kutatás</p> <p>1991-1993, Erdély, Románia, magyar kisebbségi identitás, interetnikus kapcsolatok</p> <p>1992-93 Programvezető, óraadó, Kisebbség Szociológia ELTE, Szociológiai Intézet</p> <p>1998-2000, A Felsőoktatási Kutatási és Fejlesztési Pályázat (FKFP), kutatás, Helyi társadalom, helyi és regionális identitás</p> <p>2001-2004 Tanszékvezető, Egy. docens, Politikatudományi Tanszék, Miskolci Egyetem</p> <p>2007-2012, Felső-Kiskunság társadalmi mobilizációja, 18-20. század</p> <p><u>Szakmai társaságok:</u> Az MTA Politikatudományi Bizottság tagja.</p> <p>Magyar Néprajzi Társaság, Kriza János Néprajzi Társaság</p> <p>Nemzetközi szerkesztőbizottsági tag: Visual Culture, Region, AnthroVision</p> <p>Nemzetközi szerkesztőbizottsági tag: Visual Culture, Region, AnthroVision</p> <p>Tagság: European Association of Social Anthropologists, EASAAmerican Anthropological Association, AAA</p> <p><u>Szervezeti tagságok:</u> Society for the Anthropology of Europe, SAE American Ethnological Society</p> <p>Society for the Anthropology of Europe, SAE American Ethnological Society</p> <p>Tagság: European Association of Social Anthropologists, EASA American Anthropological Association, AAA</p>

Név: 刘国艳 (Liu Guoyan)	Születési év: 1976.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Qualification Certificate for Teaching Chinese as a Foreign Language, 2006. Bachelor of Arts Master of Arts Degree, Renmin University of China, School of Chinese Studies and Cultural Exchange, 2006. Degree, Henan University, Department of Chinese Language and Literature, 1998.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
<u>Miskolci Egyetem, Konfuciusz Intézet, kínai nyelv és kultúra oktató</u> Pekingi Vegyipari Egyetem, oktatója	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a	

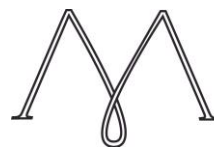


tudományág és a dátum megjelölésével), egyéb címek
-
Az eddigi oktatói tevékenység
Oktatott tárgyak: Integrated Chinese (from beginner to intermediate), Chinese Speaking, Chinese Reading, Chinese Characters
<i>Oktatásban töltött idő: 17 év</i>
Idegen nyelv ismerete: angol és kínai (utóbbi anyanyelve).
<ul style="list-style-type: none"> • A 2018/2019-es tanévtől heti rendszerességgel tart előadásokat, nyelvrókat a Konfuciusz Intézetben (ME). • Évtizedes nemzetközi oktatási tapasztalat.
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata
<p>a, A(szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:</p> <ol style="list-style-type: none"> 1. Medical Chinese in Vocational School (Intermediate) Beijing Language and Culture University Press, 2010. 2. Medical Chinese in Vocational School (Reading) Beijing Language and Culture University Press, 2011. 3. Hello, China! (Higher Education Press, 2011.) 4. Advanced Chinese -English Dictionary of Chinese Usage (Sinolingua Press, 2020.) <p>b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények: c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség: Certificate of the Outstanding Teacher Award in School of International Education, 2019</p>

Név: Dr. habil. Szabó-Tóth Kinga	Születési év: 1974.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
vezetői coach, Magyar Coaching Pszichológiai Egyesület, 2005 minőségügyi referens, ME, 2008 európai uniós szakértő, ME GTK, 2006 MSc in Social Research Methods and Statistics, UK, University of Manchester, 2002 általános szociális munkás, BGGYTF, 1999 szociológia szakos bölcsész és középiskolai tanár, ME BTK, 1999	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem, BTK, Alkalmazott Társadalomtudományok Intézete, intézetigazgató, egyetemi docens	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSC); a tudományág és a dátum megjelölésével), egyéb címek	

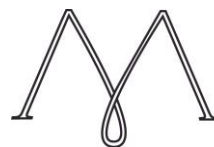


PhD, Szociológiai tudományok, BCE, 2004 dr. habil, Szociológiai tudományok, DE, 2020
Az eddigi oktatói tevékenység
Oktatott tárgyak: Design gondolkodás, Tanácsadás, Konstruktív problémamegoldás, Környezetszociológia, Családszociológia, Alkalmazott családszociológia, Ifjúsági Közéleti Akadémia, Közösség- és szervezetfejlesztés, Projektírás, projektkészítés, Kutatásmódszertan, Csoport- és közösségi munka, Társadalmi struktúra és rétegződés, Társadalmi egyenlőtlenségek, Roma társadalom, Kisebbségsszociológia, Roma in Central Europe, Applied Resesarch Methods, Central Europe: Approaches for Social Theory and Social Psychology, Bevezetés a pszichológiába, Fejlődés- és személyiséglélektan. <i>Oktatásban töltött idő: 24 év</i>
Idegen nyelv ismerete
<ul style="list-style-type: none">• Felsőfokú „C” típusú nyelvvizsga angol nyelvből (Angliában szerzett MSc végzettség alapján)• A 2017/2018-as tanévtől kezdődően heti rendszerességgel előadások tartása angol nyelven a Central European Studies mesterképzésen (Roma Society in Central Europe; Applied Social Research Methods, Central Europe: Approaches for Social Theory and Social Psychology)• Rendszeres vendégoktatás Erasmus mobilitási programon keresztül (pld. 2022 tavasz, University of Rzeszov, 2016 ősz, University of Lódz)• Konferencia-előadások angol nyelven (pld. 2002. december: University of Greenwich, UK: „Ethnic Identity of Successful Gypsies/Travellers in England” címmel előadás tartása a “Romani Studies Seminar Series” keretében; 2010. április: Liverpool, UK: „European Identity. Do we live together with stereotypes” címmel workshop tartása (Urbán Annával közösen) To-Gather Festival, Liverpool, Hope University. 2010. április. Szervezők: Hanze University Groningen, Liverpool Hope University; 2011. június: Presov, Szlovákia: „Me, myself and I. Identity construction” – címmel workshop tartása To-Gather Festival, Presov. 2011. június 2. Szervezők: Hanze University Groningen, University of Presov; 2019. május (1 hét): Universitat Autònoma de Barcelona - UAB Barcelona: ISOR Seminar sorozat keretében az ISOR egyetemi kutatóinézet meghívására előadás tartása “Applied social research in social conflicts and social innovations – a case study from Hungary” ; Előadás tartása a European Sociological Association Éves Konferenciáján, UK, Manchester, 2019. augusztus 20-24 között; 2022. június 1-én előadás tartása a Kassai Városházán a 4IM nemzetközi projekt keretében.)
Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata
a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények: Szabó-Tóth, Kinga: Az energiaszegénység problémája az Európai Unióban illetve Magyarországon. <i>SZELLEMEK ÉS TUDOMÁNY</i> 4, 63-87. , 25 p. (2013) Szabó-Tóth, Kinga: Alkalmazott szociológiai kutatás Csernelyen a település energiagazdálkodásának megújítására. <i>MAGYAR ENERGETIKA</i> 19, pp. 16-19, (2012) Szabó-Tóth Kinga: Városi szegregátumokban élők tipológiája. (Mihályi Helgával közösen). <i>Publicationes Universitatis Miskolcensis Sectio Philosophica</i> 26, 2022, pp 298-306. Szabó-Tóth Kinga: <i>Kreatív Régió/ Creative Region</i> , A Creative Region III. (Kulturális és társadalmi innovációk, fenntarthatóság és kreatív turizmus) projekt keretében megrendező workshop absztraktkötete/ Abstracts of the workshop organized within the framework of the project Creative Region III. (Cultural and social innovations, sustainability and creative tourism), szerkesztés. 2023. Szabó-Tóth Kinga: A kisebbségi és a többségi identitás viszonyának lehetséges mintázatai. <i>Századvég</i> , 43. szám. 2007.
b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények: 2013. szeptember: „Regionális szociálismappa (Kassai Önkormányzati Kerület –Borsod –Abaúj – Zemplén megye)” című, HUSK/1101/1.6.1/0131 számú projektben való részvétel. A hazai projekt



<p>koordinátora.</p> <ul style="list-style-type: none"> - 2012. szeptember- 2013. augusztus: "Posztindusztriális periférikus városok újjászületése" című nemzetközi projekt hazai koordinátora - 2015. "DIGITÁLIS ÚTON-ÚTFÉLEN. Komplex iskolai innováció és digitális szemléletformálás hátrányos helyzetűek körében. TÁMOP-3.1.16-14-2014-0001" című pályázat projektmenedzsere - 2019-jelenleg is: „CREATIVE REGION” A Miskolci Egyetem Felsőoktatási Kiválósági Központ Pályázata keretében EFOP3.6.2-16-2017-00007 jelű projektben a szociológiai-társadalmi innovációs munkacsoport vezetője. <p>Érzékenyítő, csapatépítő illetve kiegészítő tréningek tartása 2000-től folyamatosan: pld. A Szociális és Gyermekvédelmi Főigazgatóság megbízásából tréningek a miskolci Gyermekvárosban, illetve lakóotthonokban élő fiataloknak és velük foglalkozóknak.</p> <p>Közösségfejlesztő tevékenységek végzése hátrányos helyzetűek körében 2010-től folyamatosan. „Létpontok” címmel podcastok készítése Csepeli Györggyel heti rendszerességgel (youtube, favebook) c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:</p> <ul style="list-style-type: none"> – A Nemzeti Kutatási, Fejlesztési és Innovációs Hivatal Szociológia-Demográfia szakértői csoport (tagság: 2016-2020) – Szociológiai Szemle szerkesztőbizottsága (tagság: 2016-2017) – Magyar Rektori Konferencia Társadalomtudományi Bizottsága (tagság: 2016-) – Magyar Szociológiai Társaság (tagság: 2012-; elnökségi tag: 2013-2016; 2021-2023) – MTA MAB (elnökségi tag: 2013-2020; a Klubtanács elnöke: 2013-2020) – MTA Gazdaság-és Jogtudományok Osztálya, Szociológiai Tudományos Bizottság (szavazati jogú tagság: 2021-) – Szellem és Tudomány folyóirat (szerkesztőbizottsági tagság: 2010-)
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Név: Dr. Szalontai Lajos	Születési év: 1985
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
okleveles geográfus, Miskolci Egyetem, 2008; terület- és településfejlesztő menedzsment szakértő szakirányú továbbképzés, Miskolci Egyetem, 2012	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem, Műszaki Föld- és Környezettudományi Kar, Földrajz-Geoinformatika Intézet – egyetemi docens, oktatási-tanulmányi dékánhelyettes Magyar Akkreditációs Bizottság, szakértő	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD (földtudományok), 2016 A hasznosítható napenergia számítása térinformatikai módszerekkel adott irányú és dőlésszögű felületekre	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: <ul style="list-style-type: none"> - Földrajzi Kutatás módszertana I., II - Bevezetés a földrajzba - Általános Gazdaságföldrajz I. - Pályázatírási alapok 	



- Projektmenedzsment
- Európa Földrajza II.
- Településüzemeltetés
- Szociálgeográfia
- Néesség- és településföldrajz II.

Klímaadaptációs szakember/szakmérnök képzés:

- Éghajlatváltozás közvetlen és közvetett társadalmi hatásai
- Alkalmazkodás az éghajlatváltozáshoz
- Éghajlatváltozás biztonsági kockázatai
- Éghajlatváltozás közigazgatási kihívásai

PhD oktatás

- magyarul/angolul: Megújuló energiák geoinformatikai vizsgálata

Szakfelelős a 2022. szeptemberben indult (a vezetésem mellett kidolgozott) Klímaadaptációs szakmérnöki/szakember szakirányú továbbképzési szak

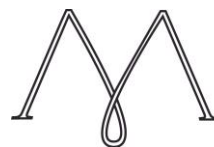
Főkoordinátori szerep, illetőleg oktatóként való részvétel a 2020/2021. II. féléve során létrehozott és 2021/2022. I. félévében indított, a Geoinformatika a földtudományok területén c. moduláris tárgynak.

Oktatásban töltött idő: 15 év (2008- folyamatosan)

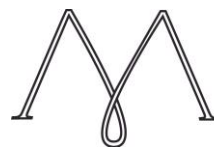
Idegen nyelv ismerete

- államilag elismert, középfokú, komplex angol nyelvvizsga
- oktatási és admin Erasmus mobilitás (2023. június, Dél-Afrikai Köztársaság)
- Nemzetközi hallgatói vásárokon való részvétel/ a Miskolci Egyetem képviselője
- Nemzetközi projektekben való részvétel (aktív megvalósító):
 - o Research assistant – In the „Flood modelling and logistic model development for flood crisis management - FLOODLOG” bilateral project, grant no. HUSK/1001/2.1.2/0009.
 - o Research assistant - Assessment and strategic development of INSPIRE compliant Geodata-Services for European Soil Data (GS Soil) - eContentplus Project
 - o “KNOWBRIDGE - The Cross Border Knowledge Bridge in the Renewable Energy Sources Cluster in the East Slovakia and North Hungary” international European Framework Programme 7project
- Konferencia előadások:
 - o ENEREA DeCarb – Interreg project, PROFESSIONAL FORUM – INTERREGIONAL WORKSHOP ON SYNERGIES FOR DIGITAL & GREEN ECONOMIC DIVERSIFICATION NYÍREGYHÁZA, HUNGARY 29/08/2022, „Coal mining in the future? – Challenges in a changing environment,
 - o 2016. Svájc, St. Gallen, részvétel és panelbeszélgetés szereplője az éves Európai Klímavédelmi Szövetség nemzetközi konferenciáján
 - o 2014. május 7-9 között Luxemburg, részvétel és panelbeszélgetés szereplője az éves Európai Klímavédelmi Szövetség nemzetközi konferenciáján
 - o 2013. május 15-18, Hága, részvétel és panelbeszélgetés szereplője az éves Európai Klímavédelmi Szövetség nemzetközi konferenciáján
 - o 2010 Knowbridge Conference on Renewables: Natural and renewable energy sources in the Eperjes-Tokaji mountains

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata



- a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:
1. SZALONTAI L: Szolárkataszter – egy eszköz a kistérségi/járási napenergia hasznosítás arányának növelésére, In: Észak-magyarországi Stratégiai Füzetek, 2014. XI. évfolyam 2. szám, Miskolc, szerk: G. Fekete É – Lipták K – Síposné Dr. Nándori E – Tóth G, pp. 75-82., ISSN 1786-1594
 2. SZALONTAI L (2016): Mért globálsugárzási adatsoron alapuló légköri paraméter meghatározása besugárzás modellezéshez, IV. Környezet és Energia Konferencia és II. Energia a mindennapokban, verseny & konferencia, 2016. március 11-12. Debrecen
 3. Cs. Báthory, P. Pecsmány, L. Szalontai, Á. B. Palotás: Stationary and mobile particulate matter concentration measurement in Miskolc, INTERNATIONAL JOURNAL OF ENGINEERING AND MANAGEMENT SCIENCES / MŰSZAKI ÉS MENEDZSMENT TUDOMÁNYI KÖZLEMÉNYEK 4: (4) pp. 338-344.
 4. Szalontai, L ; Vágó, J ; Pecsmány, P ; Hegedűs, A: A Miskolc-Egyetemváros tó meder- és tájrendezési munkálatainak térinformatikai támogatása In: Kiss, Emőke; Balla, Dániel (szerk.) Tájökológiai kihívások, adaptációs lehetőségek Debrecen, Magyarország : MTA DTB Földtudományi Szakbizottság (2022) 212 p. pp. 99-103. , 5 p.
 5. SZALONTAI L – PINEZITS B (2020): Nagy felbontású digitális felszínmodell létrehozása Miskolc-Egyetemváros területére, MŰSZAKI FÖLDTUDOMÁNYI KÖZLEMÉNYEK (2063-5508): 89 2 pp 365-371 (2020)
- b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:
- Az Éghajlatváltozási Multidiszciplináris Nemzeti Laboratórium (RRF-2.3.1-21-2022-00014) 7B alprojektjének szakmai vezetője
 - FIEK - Korszerű anyagok és intelligens technológiák létrehozása” a Miskolci Egyetemen- (GINOP-2.3.4.-15-2016-00004) projekt – junior kutatóként környezeti paramétereket mérő low-cost szenzoregység fejlesztése, mely adatainak értelmezéséhez geoinformatikai módszertan fejlesztése és a térképi megjelenítés koordinálása
 - „KÜTFŐ - A Miskolci Egyetem Műszaki Földtudományi Karának felszín alatti vizekhez kapcsolódó nemzetközi kutatási potenciáljának fejlesztése célzott alapkutatói feladatok támogatása által” című, TÁMOP-4.2.2.A-11/1/KONV-2012-0049 Részvétel a Miskolc városának Építésföldtani Atlasz digitalizálásában, webes megjelenítésének kialakításában
 - „Validation of the Central European soil database” című, 31210072. számú az International Visegrad Fund – Nemzetközi Visegrád Alap által finanszírozott nemzetközi projekt, Digitális talajtérképek kialakítása, terepi adatok gyűjtése
 - „Árvízi modellezés és a mentést támogató logisztikai rendszer kiépítése - FLOODLOG” című, HUSK/1001/2.1.2/0009 számú nemzetközi projekt
 - „The crossBorder Knowledge Bridge in the Renewable Energy Sources Cluster in the East Slovakia and North Hungary”, FP7 projekt
 - A szél- és napenergia, valamint az energetikai célú biomassza hasznosításának éghajlati és társadalmi-gazdasági kérdései a Hernád-völgyben című, 75794 témaszámú, OTKA projekt
 - 2020. MVM ZRt. – Miskolc MJV – ME MFK – ME MAK: Kombinál, energiatermelési és energiátárolási lehetőségek vizsgálata Miskolc MJV-n, A víz, szennyvíz, napenergia potenciálok vizsgálata Miskolc MJV területén, mely során UAV-os felmérések, eredmények feldolgozása, valamint geoinformatikai segítségével megvalósított potenciál számítások elvégzése volt a feladat
 - Főkoordinátor és társmegvalósító az „Észak-Magyarország megújuló energia potenciálja” [LIFE-IP North-HU-Trans; A4 akció] LIFE19 IPC/HU/000009 projektnek, mely során

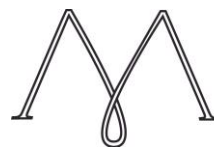


tanulmány születik ÉM-régió elméleti és hasznosítható megújuló energiaforrás potenciáljára, annak tárolási lehetőségeinek összeírására. A tanulmány során az egyes fejezetekben geoinformatikai módszertanok alkalmazásával történik az eredmények meghatározása.

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

- A Műszaki Földtudományi Kar számtalan K+F, valamint KK munkája során különböző megújuló energiaforrások felmérésére, települési-regionális szintű potenciálok felmérésére irányuló tanulmány megírásában vettem részt, mely során geoinformatikai módszertanok alkalmazásával végeztem modellezéseket a minél pontosabb eredmény kiszámításához.
- Klímaváltozáshoz köthetően szállópor koncentráció mérésére fejlesztettünk ki az ÉMI NKft kutatócsoportjával „low-cost” szenzoregységet, melyek adatai geoinformatikai feldolgozásának módszertani kialakításában és megvalósításában vettem részt.
- Az Éghajlatváltozási Multidiszciplináris Nemzeti Laboratórium (RRF-2.3.1-21-2022-00014) 7B alprojektjének szakmai vezetője
- 2018-tól aktívan használom az UAV eszközöket mind RGB, mind NIR, valamint LiDAR adatok gyűjtésére és környezeti modellezések elvégzésére.

Név: Sziszkoszné Dr. Halász Dorottya	Születési év: 1973
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Nemzetközi holokauszt-oktatási szakértő, Holokauszt Emlékközpont, 2011 Történelem–angol nyelv és irodalom szakos tanár, Kossuth Lajos Tudományegyetem BTK, 1996	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Történettudományi Intézet, mb. intézetigazgató, egyetemi docens	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
PhD, Történelemtudományok, Texas Christian University (Fort Worth, Texas, USA), 2000 (Honosítás: Debreceni Egyetem, 2001)	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Jewish Integration, Anti-Semitism, and Holocaust in Central Europe; The United States in the Cold War; American Political Institutions; Western Civilization: A Survey to 1500; Western Civilization: A Survey Since 1500; English as a Second Language; Angol nyelvű szakszövegolvasás I–II.; Idegennyelv – Forrásnyelv I–II.; A zsidóság és a holokauszt történetének egyetemes és magyar vonatkozásai; Fejezetek a zsidóság és a holokauszt történetéből; A magyarországi zsidóság története a 19–20. században; Nácizmus és holokauszt; A holokauszt történetisége és pszichológiája; Egyetemes történelem 1914 és 1939 között; Egyetemes történelem 1939 és 1991 között; Politikatörténet és nemzetközi diplomácia, 1914–1991; Totalitarizmus, diktatúra, demokrácia a 20. században; Nemzetközi kapcsolatok története, 1890–1945; Nemzetközi kapcsolatok története, 1945–1991; Az Egyesült Államok története, 1607–1865; Az Egyesült Államok története, 1865–1992; Az Egyesült Államok története a 18–19. században; Az Egyesült Államok külpolitikája a gyarmati kortól a hidegháború befejezéséig; Migráció az amerikai kontinensen; Az Egyesült Államok a 20–21. században; Historiográfia; Új- és jelenkori kormányzattörténet II.; Az integrációk és együttműködések összeomlása. A legújabb kor háborúi; Források a hidegháború történetéhez; Hidegháború; Az amerikai kontinens a felfedezések és a gyarmatosítás korában; A gyarmati kor Amerikában; A Jackson korszak; Amerikai belpolitika a függetlenségi háború és a polgárháború között; Társadalmi viszonyok és polgárjogi mozgalmak	



Amerikában 1865-től napjainkig; Amerikai történelem 1877 és 1945 között; Modernkori polgárjogi mozgalmak az USA-ban; A hadtörténeti kutatás módszertana; Bibliográfiai ismeretek, esszéírás; Szakdolgozati szeminárium

Oktatásban töltött idő: 24 év

Idegen nyelv ismerete

- Felsőfokú „C” típusú nyelvvizsga angol nyelvből (angol nyelv és irodalom szakos tanári diploma alapján)
- Idegen nyelven végzett oktatás hazai és külföldi intézményekben: Miskolci Egyetem, Debreceni Egyetem, Nyíregyházi Egyetem, McDaniel College Budapest, Texas Christian University (Fort Worth, Texas, USA)
- Rendszeres vendégoktatás Erasmus mobilitási programon keresztül: Universiteit Utrecht, Hollandia (2010), Univerzita Pavla Jozefa Šafárika v Košiciach, Szlovákia (2013), Universitatea din Oradea, Románia (több alkalommal)
- Konferencia-előadások angol nyelven: pl. „Images and Testimonies of the Hungarian Holocaust” (Jews in Europe During the Second World War: New Documents, Testimonials and Approaches című konferencia, Nagyvárad, Románia, 2019. október 18–19.), „Halfway Between Anti-Judaism and Anti-Semitism. A Case Study of Martin Luther’s On the Jews and Their Lies” (Sesiunii Anuale de comunicări științifice Istorie – Arheologie című konferencia, Nagyvárad, Románia, 2017. május 26.), „Jewish Organizations and Institutions in Miskolc in the Interwar Period” (Transformation of Central European Cities in Historical Development (Košice, Miskolc, Opava, and Kraków) (19th–20th Centuries) című konferencia, Kraków, Lengyelország, 2013. június 20–21.), „The United States and the Joel Brand Mission. Help or Hindrance?” (Southwestern Social Science Association konferencia, San Antonio, USA, 1999. április 21–23.).

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A(szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Sz. Halász, Dorottya: The Evolution of a Massacre. The Uniqueness of Kamenets-Podolsk. In: Martin, Mihaela et. al. (eds.): *Deportation in East Central Europe in the 20th Century*. Peter Lang, 2022.

Sz. Halász Dorottya: Izraelita élettörténetek az abaúji Cserehátról. Csenyéte példája. *Miskolci Keresztény Szemle* 66/4. (2021). 52–60. p.

Horváth Zita – Sz. Halász Dorottya (szerk.): *Zsidók és keresztények az évszázadok sodrában. Interpretációk egy témára*. Miskolc, 2015, Miskolci Egyetemi Kiadó. 424 p.

Halász, Dorottya: Aspects of the Occupational Patterns of Miskolc Jews As Reflected in the Statistical Data for 1920. *Transylvanian Review* Vol. XXII (2013), Supplement No. 4. 96–107. p.

Halász, Dorottya: Propaganda Versus Genocide. The United States War Refugee Board and the Hungarian Holocaust. *AHEA: E-journal of the American Hungarian Educators Association* Vol. 5 (2012). <http://ahea.net/e-journal/volume-5-2012>

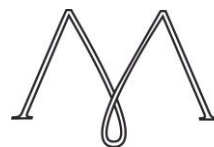
b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

Miskolci Egyetem 2020. évi Tématerületi Kiválósági Program Creative Region II. tématerület, résztvevő kutató (Edelény zsidósága)

Miskolci Egyetem Felsőoktatási Intézményi Kiválósági Program Creative Region tématerület (2018–2019), történész-politológus team tagja (20. századi társadalmi konfliktusok az abaúji kistérségben) TÁMOP-3.1.16-14-2014-0001 – „Digitális úton-útfélen” – Komplex iskolai innováció és digitális szemléletformálás hátrányos helyzetűek körében (2015–2016), tananyagfejlesztő (cím: A zsidóság és a holokauszt)

Transformation of Central European Cities in Historical Development (Košice, Miskolc, Opava, Kraków) – International Visegrad Fund Strategic Grant No. 31110003 (2011–2014), résztvevő kutató (Miskolc zsidósága)

Zsidók és keresztények az évszázadok sodrában – Interpretációk egy témára címmel nemzetközi tudó-

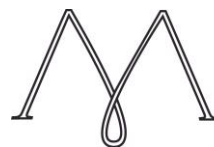


mányos konferencia szervezése, Miskolci Egyetem, 2013. április 17–18.
 TÁMOP 3.2.11/10/1/KMR/2010-0059 – Emlékeink a jövő záloga (2011–2012), külső szakértő
 „Holokauszt Borsodban” című témában

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:
 Miskolci Történelmi Tanulmányok sorozat, szerkesztőbizottsági tag
 Tagság szakmai szervezetekben: Amerikanisztika Kutatócsoport, Miskolci Egyetem BTK Történettudományi Intézet (vezető, 2020–); American Hungarian Educators Association (AHEA); European Association for American Studies (EAAS); Hungarian Association for American Studies (HAAS); Magyar Történelmi Társulat; MTA MAB Történettudományi Munkabizottság; Nemzetközi Magyar-ságtudományi Társaság

Elismerések: Dékáni Dicséret Kitüntetés Kiváló Oktatója, Miskolci Egyetem BTK (2013); MTA MAB-DIPA tudományos díja a Magyar Tudomány Ünnepe alkalmából (2012)
 OTDK-tevékenység: bíráló, zsűritag

Név: Dr. habil. Tóth Árpád	Születési év: 1969
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
történész előadó, ELTE, 1993; várostörténész, Leicesteri Egyetem (Anglia), 1997; szociológus, ELTE, 1998	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
ME, BTK, <u>Történettudományi Intézet</u> - egyetemi docens	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
tudományos fokozat: PhD (történettudomány) 2003 tudományos/művészeti akadémiai cím/tagság: Dr. habil. (történettudomány) 2011	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Miskolci Egyetem, főállású tanársegéd (1997.dec-2002. jún.), adjunktus (2002-2011), docens (2012-) a kurzusok (válogatás):	
<ul style="list-style-type: none"> • Újkori magyar történelem (19. század) • <u>A művelődés és kultúra formái és intézményei az újkori Közép-Európában és Magyarországon</u> • A civil társadalom kezdetei európai keretben • Késői rendiség, polgári átalakulás Magyarországon, 1767-1867. • A városi polgárság életvilága Magyarországon a 19. században • Városok és városi társadalom Magyarországon a 19. században • Urbanizáció és városi társadalmak Magyarországon a 18-19. században • <u>Bevezetés a társadalomtörténetbe</u> • A társadalomtörténet forrásai és módszerei • Történeti demográfia • <u>The Historical Concept of Central Europe: Approaches, Theories and Debates</u> • <u>Angol nyelvű szakszövegolvasás</u> 	
ELTE, Történeti Antropológia program (külső tag, 2005. őszi félév, Várostitörténet c. kurzus) ELTE, Történeti Doktori Iskola, 18. századi alprogram (2010-2012, Várostitörténet c. előadás) KGRE, történelem szak (2011 óta, megszakításokkal); a kurzusok (válogatás):	



- Társadalomtörténet, társadalomtudományok 2.
 - Társadalmi és gazdasági viszonyok a 19-20. században
 - Egyházak és művelődés a modern korban
 - Antropológia. A jelenkor „néprajza”
- Erasmus együttműködésben angol nyelvű óraadás:
Universitate Petru Maior, Marosvásárhely (Románia, 2009 óta, kilencszer)
Univerzita Matej Bel, Besztercebánya (Szlovákia, 2011 óta, hétszer)
Universitate Babes-Bolyai, Kolozsvár (Románia, 2018 óta, négyszer)
Oktatásban töltött idő: 1997. dec. óta folyamatosan

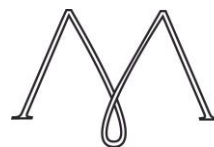
Idegen nyelv ismerete

Erasmus együttműködésben angol nyelvű óraadás:
Universitate Petru Maior, Marosvásárhely (Románia, 2009 óta, kilencszer)
Univerzita Matej Bel, Besztercebánya (Szlovákia, 2011 óta, hétszer)
Universitate Babes-Bolyai, Kolozsvár (Románia, 2018 óta, négyszer)
The Historical Concept of Central Europe: Approaches, Theories and Debates című tárgy oktatása a Central European Studies MA képzésen, ME
Angol nyelvű szakszövegolvasás oktatása, ME

- Nyelvvizsgák: angol, felsőfok (angol nyelvterületen szerzett MA diploma honosításával); latin, alapfok (egyetem által kiállított nyelvvizsga-bizonyítvány); német, szakszöveg-olvasás
- Angol nyelvű tudományos, konferencia-előadások
- 2019. nov., Kolozsvár: "Opportunities of prosopographical study based on burgher registers. A database of burghers of the free royal towns in the Kingdom of Hungary, 1750-1848." A Babes-Bolyai Tudományegyetem „DigiHUBB Days” 2. konferenciája
- 2019. jún., Pécs: "Variations on a theme: leaving the parental household and parental care in step families in the Pressburg German Lutheran burgher community in the 18-19th centuries" Az Európai Történelmi Demográfiai Társaság (ESHD) 3. konferenciája
- 2015. ápr., Leicester (UK): „New tendencies in urban governance in the period of the rise of voluntary societies in Hungary”. A University of Leicester és a University of Antwerp konferenciája
- 2014. szept., Lisszabon: "The changing meaning of burgher identity in Hungarian urban communities in the transition from early modern to modern society: an analysis of a national database of burghers" (közös Czoch Gáborral és Németh Istvánnal) Az Európai Várostörténelmi Egyesület 12. konferenciája
- 2012. okt., Prága: "A Protestant burgher elite in a predominantly Catholic society? The social network of German Lutheran burghers in Hungarian towns in the period of 'silent Counter-Reformation'." A Prágai Fővárosi Levéltár, a Cseh Tudományos Akadémia Történettudományi Intézete és a Prágai Károly Egyetem Nemzetközi Tanulmányok Intézete által szervezett, "Die Stadt in den Umbrüchen der Konfessionalisierung vom 15. bis zum 18. Jahrhundert"
- 2007. nov., Pozsony: "In what ways and how successfully did the German burghers adapt to the transformation of the late estate society? The case of Pressburg and Pest." A müncheni Institut für deutsche Kultur und Geschichte Südosteuropas, a Szlovák Tudományos Akadémia Történettudományi Intézete és a Szlovák Nemzeti Múzeum "Deutsche Stadtbürger im Königreich Ungarn im Übergang zur bürgerlichen Gesellschaft" c. műhelykonferenciája
- 2006. okt., Stockholm: "Voluntary societies as social networks in mid-19th century Hungary". Az Európai Várostörténelmi Egyesület 8. konferenciája
- 2002. szept., Edinburgh: "Voluntary Society as Power Agency in Mid-19th Century Pest. Urbanization and the Changing Distribution of Power." az Európai Várostörténelmi Egyesület 6. konferenciája

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A(szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési,



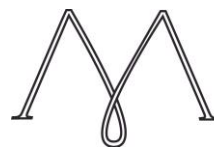
alkotói, művészeti eredmények:

- Tóth Árpád: *Polgári stratégiák. Életutak, családi sorsok és társadalmi viszonyok Pozsonyban 1780 és 1848 között.* Pozsony, Kalligram, 2009. (261 o.)
- Tóth Árpád: *Önszervező polgárok. A pesti egyesületek társadalomtörténete a reformkorban.* Budapest, L'Harmattan, 2005. (296 o.)
- Csíki Tamás - Halmos Károly - Tóth Árpád: A magyar társadalomtörténet-írás története a kezdetektől napjainkig. In: Bódy Zsombor - Ö. Kovács József (szerk.): *Bevezetés a társadalomtörténetbe. Hagyományok, irányzatok, módszerek.* Budapest, Osiris, 2003. 208-240. (Csíki Tamással és Halmos Károllyal közösen)
- Tóth Árpád: Nemesség, polgárság és honorácior értelmiség határán: városi tisztviselők a késő rendi társadalom korszakában. In: *Századok*, 149. (2015) 5. 1093-1111.
- Tóth Árpád: Social Strategies of the Lutheran Burghers of Pressburg, 1750-1850. *Hungarian Historical Review*, vol. 1. no. 1-2. (2012), 79-103.

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények:

- MTMT: összesen 85 publikáció, 378 független hivatkozás
- angol felsőfokú nyelvvizsga (honosítással)
- 3 társadalomtörténeti tárgyú OTKA-témavezetés, tagság több további OTKA-kutatásban (jelenleg is egyben), tagság a Lendület Családtörténet Kutatócsoportban (2017–2022)

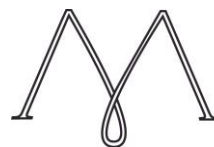
Név: 王质纯 (Wang Zhichun)	Születési év: 1991.
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Master of Ideological and Political Education, Beijing University of Chemical Technology, Department of Literature and Law, 2019. Bachelor of Radio and Television Director, Huanghe Science and Technology College, Department of Journalism and Communication, 2013.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
<u>Miskolci Egyetem, Konfuciusz Intézet, kínai nyelv és kultúra oktató</u> Pekingi Vegyipari Egyetem, oktatója	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
-	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Chinese Language (beginner to intermediate), Travel Chinese, Chinese Cuisine, Chinese Dance.	
Oktatásban töltött idő: 6 év	
Idegen nyelv ismerete: angol és kínai (utóbbi anyanyelve).	
<ul style="list-style-type: none"> • Certificate of English (CET6-SET). • A 2016/2017-es tanévtől heti rendszerességgel tart előadásokat, nyelvórákat a Konfuciusz Intézetben. 	



Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata
<p>a, A(szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények: <i>Analysis of the Reform of Postgraduate Scholarship System from the Perspective of Moral Education</i></p>
<p>b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények: *</p>
<p>c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség: Nemzetközi kínai tanár a Pekingi Német Nagykövetség iskolájában, 2019 Újmédia-szerkesztői gyakorlat a Nemzetközi Csereprogramok Hivatalában és Együttműködés a Pekingi Vegyipari Technológiai Egyetemen, Kína, 2016-2017 Programasszisztensi gyakorlat a Pekingi Külföldi Tanulmányok Egyetemén, Kína, 2018-2019</p>

(d) AE és V oktatók

Név: Prof. Dr. Csepeli György	Születési év: 1946
Felsőfokú végzettsége és szakképzettsége, az oklevél kiállítója, éve	
Orosz irodalom, pszichológia, ELTE, 1970. Pszichológia oklevél, ELTE, 1970. Bölcsészdoktori oklevél, ELTE 1974.	
Jelenlegi munkahely(ek), a kinevezésben feltüntetett munkakör(ök), több munkahely esetén aláhúzás jelölje azt az intézményt, amelynek „kizárólagossági” (akkreditációs) nyilatkozatot (A) adott!	
Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete, professor emeritus ELTE Társadalomtudományi Kar, professor emeritus	
Tudományos fokozat (PhD, CSc, DLA) (friss, 5 éven belül megszerzett PhD/DLA esetén az értekezés címe is), ill. tudományos/művészeti akadémiai cím/tagság („dr. habil” cím, MTA doktora cím (DSc); a tudományág és a dátum megjelölésével), egyéb címek	
Kandidátusi oklevél, 1980 Szociológiai tudományok doktora MTA, 1992	
Az eddigi oktatói tevékenység	
Oktatott tárgyak: Szociálpszichológia, A magyar társadalom lélektana, A marginalitás szociálpszichológiája, Alkalmazott szociálpszichológia, Az idősödés és időskor pszichológiai kihívása, Bevezetés a pszichoanalízisbe, Alkalmazott szociálpszichológia, Csoportközi viszonyok és konfliktusok, Fejlődés- és személyiséglélektan. Angolul oktatott tárgyak: ME BTK Central European Studies képzésben: Central Europe: Approaches from Social Theory and Social Psychology ELTE Minority Studies képzésben: Social Psychology; Social Psychology of Anti-Semitism; Research seminar on Social Construction of the Nation in Eastern and Central Europe; Research Seminar on Gypsies in Central and Eastern Europe Oktatásban töltött idő: 52 év	
Idegen nyelv ismerete	
<ul style="list-style-type: none"> • Angol nyelvből C típusú komplex nyelvvizsga 	



- EU Horizon2020 projekt résztvevője (Re Root), mely az Európába érkező menedékkérők fogadására alkalmas infrastruktúrát kutatja: ennek keretében nemzetközi team tagja, a kommunikáció angolul zajlik
- EU FP7 Light On című nemzetközi projekt: ennek keretében nemzetközi team tagja, a kommunikáció angolul zajlik
- EUFP7 EU in Depth című nemzetközi projekt: ennek keretében nemzetközi team tagja, a kommunikáció angolul zajlik
- 2012 Visiting Professor, Montclair State University
- 2000 Spring: Visiting Research Fellow Yale University, Department of Sociology
- 2000-tól Permanent Visiting Professor, University of Gorizia
- 2000 Member of ERCOMER (Utrecht)
- 1997 Spring: Visiting Professor, Department of Sociology, New School for Social Research
- 1994-95: Department of Political Science, University of Michigan
- 1991 Spring: Dubach Distinguished Professor, Department of Political Science, Oregon State University
- 1989-90: Visiting Fulbright Scholar, Department of Sociology, UCLA
- Editorial Board Membership: Journal of Ethnic and Migration Studies

Az oktató szakmai/kutatási tevékenysége és az oktatandó tárgy/tárgyak kapcsolata

a, A (szűkebb) szakterülethez kötődő publikációk (max. 5 jellemző publikáció), kutatási-fejlesztési, alkotói, művészeti eredmények:

Csepeli György: Amikor csak a bizonytalanság biztos, *Mindennapi pszichológia* 12. 2020, 22-25.

Csepeli György: *Ember 2.0*. Kossuth Kiadó, Budapest, 2020.

Csepeli György – Örkény Antal – Zsigó T. Ferenc: Közép-Európai fővárosok mentális térképei, In: Gergely András – Kapitány Ágnes – Kapitány Gábor – Kovács Éva – Paksi, Veronika (szerk.) *Kultúra, közösség és társadalom*, Társadalomtudományi Kutatóközpont; Magyar Szociológiai Társaság, 2020, pp. 56-74.

Csepeli György: *A szervezkedő ember / A szervezeti élet szociálpszichológiája*. Kossuth Kiadó? Budapest, 2015

Csepeli György: *Szociálpszichológia mindenkiben*. Budapest, Kossuth Kiadó, 2014. ISBN: 978-963-09-7616-9

Csepeli György – Kígyós Éva – Popper Péter: *Magára hagyott generációk. Fiatalok és öregek a XXI. században*. Saxum Könyvkiadó Kft., Budapest, 2016, ISBN 9637168516

b, további tudományos kutatói, fejlesztői, alkotói, művészeti eredmények

Fontosabb kutatási pályázat, projekt:

2017- 2021: „Főnix ME” (EFOP-3.4.3-16-2016-00015) című pályázat „Felzárkóztatás, társadalmi innováció” című alprojektjében való részvétel.

Közösségfejlesztő, mentor tréningek tartása a Miskolci Egyetem hallgatóinak körében. (2018-2019)

EU Horizon2020 projekt résztvevője(Re Root), mely az Európába érkező menedékkérők fogadására alkalmas infrastruktúrát kutatja.

EU FP7 Light On

EUFP7 EU in Depth

Hálózat-alapú társadalmi struktúra kutatás

Közép-európai többségi-kisebbségi együttélés és konfliktus megoldás

Nemzetközi összehasonlító nemzeti identitás kutatás

c, az eddig megszerzett szakmai jártasság, gyakorlottság, igazolható elismertség:

A holokauszt intergenerációs helyi emlékezete Magyarországon (Kiss Richárdal, Surányi Andrásal és Papp Richárdal által készített dokumentumfilm)

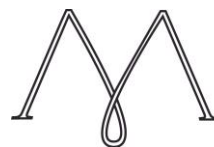
Szakmai társaságok:

ELTE Szociológia Doktori Iskola (törzstag) (tudományági)

Doktori Tanács Doktori Iskola Tanácsa

1993-94 Magyar Szociológiai Társaság elnöke

1990-95 International Association of Political Science, RC on Political Education and Socialization,



Board member 2000- Ercomer Board member Az MTA köztestületének tagja <u>Szervezeti tagságok:</u> Szociológiai Tudományos Bizottság Szociológiai Munkabizottság (szavazati jogú tag, tag) Szakmai folyóiratok szerkesztőbizottságai Journal of Ethnic and Migration Studies Szociológiai szemle Jel-Kép Politikatudományi Szemle <u>Kitüntetések, elismerések:</u> 1980: Erdei Ferenc-díj[15] 1986: Kiváló Munkáért[16] 1996: Kisebbségért kitüntetés (kisebbség-szociológiai munkásságáért) 2020: A Magyar Tudományos Akadémia Rézler Gyula-díja

II.5. Idegen nyelven is folytatandó képzés bemutatásához a képzésben résztvevő oktatók aktuális személyi-szakmai adatait (ld. II.4.) elegendő egyszer, magyar nyelven megadni, ha az egyidejűleg benyújtásra kerülő magyar nyelvű képzés beadványában már benne vannak.

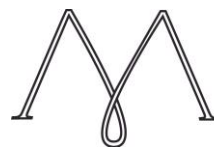
Az oktatók idegennyelv-tudása, idegen nyelvi előadó-képessége és oktatási gyakorlata bemutatását azonban külön kérjük az alábbiak szerinti bizonyító információkkal (*nyelvvizsga szint, külföldi, adott nyelvterületi oktatási gyakorlat, hosszabb idejű, aktív, igazolt hallgatói tapasztalat; az adott idegen nyelven tartott konferencia előadások stb.*):

A CV-k részletesen tartalmazzák az angol nyelvtudásra vonatkozó információkat!

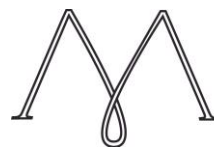
az idegen nyelvű képzésben résztvevő oktató neve	tud. fok. /cím PhD/DLA /CSc/ DSc/akad.	munkakör ts./ adj./mo. e/f doc./ e/f tan./ tud. mts./ egyéb	részvétel		előadóképes idegennyelv-tudás bizonyítéka(i) ¹²
			részben vagy egészben		
			elméleti I/N	gyak.-i I / N	
Dr. habil. Udvarvölgyi Zsolt András (szf)	PhD, habil.	f tan.	I	I	<ul style="list-style-type: none"> Felsőfokú C típusú állami nyelvvizsga (2004), CEU diploma (1998) International Business School, Budapest, (2010. április-2010. május) „Future enlargement of the EU” c. tárgy oktatása Konferencia előadások angol nyelven
Prof. Dr. Papp Z. Attila (spec f)	PhD,	e tan.	I	I	<ul style="list-style-type: none"> Előadóképes angol nyelvtudás

¹² előadóképes idegennyelv-tudás bizonyítéka lehet:

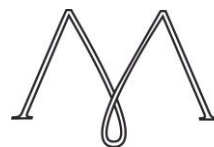
- anyanyelvként birt nyelvtudás vagy
- felsőfokú nyelvvizsga, – a csak gyakorlatot vezető oktatóknál elegendő középfokú – vagy
- legalább fél éves, vagy rendszeres (felkéréses, meghívásos) külföldi, adott nyelvterületi oktatási, vagy
- legalább 1 éves aktív, dokumentált hallgatói tapasztalat; vagy
- legalább 6, az adott idegen nyelven tartott, MTMT-ben rögzített konferencia előadás



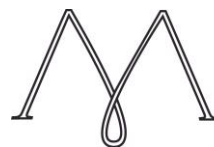
	habil.				<p>(külföldön szerzett Upper-Intermediate nyelvvizsga</p> <ul style="list-style-type: none"> • rendszeres oktató angol nyelven a Miskolci Egyetemen (korábban más intézményekben is) a 2 éves angol nyelvű Central European Studies MA képzésben • részvétel az Ethnic and Minorities Studies Programban – ELTE • 1 év CEU: Doctoral Support Program • rendszeres angol nyelvű konferencia előadó
Dr. Havasi Virág (spec f)	PhD	e doc.	I	I	<ul style="list-style-type: none"> • A 2017/2018-as tanévtől kezdődően heti rendszerességgel előadások tartása angol nyelven a Central European Studies mesterképzésen • Erasmus hallgatóknak kurzusok tartása a Miskolci Egyetemen 2010-2016 között • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül • Konferenciaelőadások angol nyelven folyamatosan
Dr. Bányai Emőke	PhD	f tan..	N	I	<ul style="list-style-type: none"> • Videotraining, Timisoara, West University, 2007-es félév • Videotraining, Károli Gáspár Református Egyetem (Erasmus hallgatóknak), 2018-as félév • Child Protection, Pécsi Tudományegyetem, 2022-es félév • Rendszeres konferenciaelőadások angol nyelven • 2007-es félév: vendégoktatás Temesváron a West University Szociális Munka Tanszékén (Video Hometraining) • 1996-2000: Tempus együttműködés csereprogramokban belgiumi, londoni és hollandiai egyetemek szociálismunkás-képzéseivel
Prof. Dr. Csepeli György	DSc	prof em	I	I	<ul style="list-style-type: none"> • EU Horizon2020 projekt résztvevője (Re Root), mely az Európába érkező menedékkérők fogadására alkalmas infrastruktúrát kutatja: ennek keretében nemzetközi team tagja • EU FP7 Light On című nemzetközi projekt: ennek keretében nemzetközi team tagja • EUFP7 EU in Depth című nemzetközi projekt: ennek



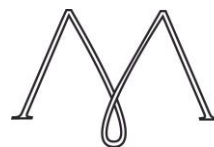
					<p>keretében nemzetközi team tagja</p> <ul style="list-style-type: none"> • 2012 Visiting Professor, Montclair State University • 2000 Spring: Visiting Research Fellow Yale University, Department of Sociology • 2000-tól Permanent Visiting Professor, University of Gorizia • 2000 Member of ERCOMER (Utrecht) • 1997 Spring: Visiting Professor, Department of Sociology, New School for Social Research • 1994-95: Department of Political Science, University of Michigan • 1991 Spring: Dubach Distinguished Professor, Department of Political Science, Oregon State University • 1989-90: Visiting Fulbright Scholar, Department of Sociology, UCLA • Editorial Board Membership: Journal of Ethnic and Migration Studies • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen
Dr. Csizmadia Ervin	PhD	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • 1998. június – szeptember: Állami Eötvös Ösztöndíj (Berlin, Humboldt Egyetem): Pártok és agytrösztök Nyugat-Európában és Németországban • 1999. május-augusztus: Állami Eötvös Ösztöndíj (Berlin, Freie Universitat): Agytrösztök és a hálózati politika Nyugat-Európában • 2000. október-november: Állami Eötvös Ösztöndíj (Humboldt Egyetem): Az agytrösztök kutatásának irodalma és módszertana. • 1999.július- 2003. Június: Open Society Foundation Research Support Scheme kutatási ösztöndíja: Agytrösztök Kelet-Közép-Európában komparatív megközelítésben. A téma kutatása során három tanulmányút Berlinben, Münchenben és Prágában.



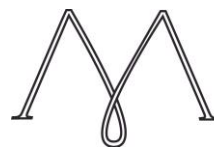
					<ul style="list-style-type: none"> • 2003. június: Humboldt Egyetem (Berlin): A pártok alkalmazkodóképessége témában. • 2003-2010: 8 tanulmányút (Berlin, München, Bréma): az OTKA, az OKTK, az NKFP, az NKA támogatásával. • 2010. június: tanulmányút és előadás Berlinben a Pártfejlődés történelmi trendjei témában. • 2011 – 2018: Négy berlini tanulmányút.
Fan Liyun	-	mo			<ul style="list-style-type: none"> • Master's degree in Linguistics, Beijing Foreign Studies University 2001. • Bachelor's degree in English Language and Literature, Sichuan Normal University, English Department, 1988. • Certificate of BEC (Business English Certificate) • A 2017/2018-as tanévtől heti rendszerességgel tart előadásokat, nyelvórákat a Konfuciusz Intézetben. • Évtizedes nemzetközi oktatási tapasztalat.
Dr.habil. Fazekas Csaba	PhD, habil.	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül. (6 alkalommal oktatói mobilitás Ostrava, Opole és Kielce egyetemein. 8 alkalommal munkatársi mobilitás az említettek mellett Barcelona és a törökországi Sakarya Egyetemen.) • 3 alkalommal részvétel Visegrad Fund előadások megtartásával („Political Regionalization of Visegrad Countries” (Visegrad Fund, VUSG Project ID: 61450022) • Nemzetközi tudományos konferenciákon tartott angol nyelvű szakmai előadások száma: 24. (https://www.uni-miskolc.hu/~bolfazek/konfer.htm)



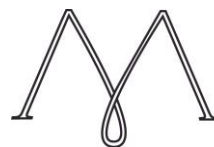
					<ul style="list-style-type: none"> • Nemzetközi kutatási projektekben való részvétel: Political Catholicism in interwar Europe • 2000–2001. (Magyarországi könyvfejezet elkészítése, projektvezető: Wolfram Kaiser, University of Plymouth.) The Roman Catholic Church and the Fascism in Europe, 2010–2011. (Magyarországi könyvfejezet elkészítése) • projektvezető: Jan Nelis, Université Libre de Bruxelles.); • Image of Muslims and Arabs in European Textbooks, 2005–2011. (Magyarországi szakértői tanulmány elkészítése, UNESCO-projekt.)
Dr. Fekete Sándor	PhD	e doc.	I	I	<ul style="list-style-type: none"> • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül (az elmúlt 3 év oktatási célú kiutazásai): 2023 ERASMUS+ ösztöndíj (Miskolci Egyetem, Vysoká Škola Báňská – Technická Univerzita Ostrava) Téma: Közigazgatás és helyi önkormányzatok, Decentralizációs elméletek, II(liberalizmus) A részvétel jellege: Vendégoktató 2023 ERASMUS+ ösztöndíj (Miskolci Egyetem, University of Macedonia) Téma: Politikaelméletek, Magyar politikai rendszer, Aktualitások A részvétel jellege: Vendégoktató 2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, Vysoká Škola Báňská – Technická Univerzita Ostrava) Téma:Közigazgatás és helyi önkormányzatok, Decentralizációs elméletek, II(liberalizmus), V4 országok A részvétel jellege: Vendégoktató 2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, University of Macedonia) Téma: Politikaelméletek, Magyar politikai rendszer, Aktualitások A részvétel jellege: Vendégoktató 2022 ERASMUS+ ösztöndíj (Miskolci Egyetem, Universitatea din Oradea) Téma:



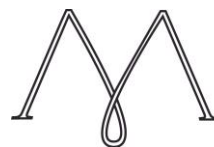
					<p>Közigazgatás és helyi önkormányzatok, Politikaelméletek, Magyar politikai rendszer, Kurzusharmonizációs lehetőségek A részvétel jellege: Vendégoktató</p> <p>2021 ERASMUS+ ösztöndíj (Miskolci Egyetem, Universitat Politecnica de Catalunya, Escola Universitaria D'Enginyeria Tecnica de Terrassa, Barcelona) Téma: Oktatási rendszerek, oktatási-mobilitási lehetőségek az Európai Unióban, dublini deskriptorok</p> <ul style="list-style-type: none"> • Rendszeresen előadások tartása angol nyelvű konferenciákon
Gergely Noémi	-	nyelvtanár	N	I	<ul style="list-style-type: none"> • Alapító tagja a Közép-európai Kínainyelv-tanárok Országos Egyesületének (2022.). • Szerkesztő, fordítója a "Little Chinese Dictionary" sorozat magyar nyelvű példányának. • A Pekingi Kodály Központ ösztöndíjasa, majd hivatalos tolmácsa és programszervezője (2018-2020).
Dr. habil. Gyapay László	PhD, habil.	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Rendszeresen tart konferenciaelőadásokat angol nyelven • Rendszeresen vesz részt Erasmus+ keretében oktatói mobilitási programban
Dr. Kuttor Dániel	PhD	e doc.	I	N	<ul style="list-style-type: none"> • 2017 májusa óta a Konfuciusz Intézet magyar igazgatója • a 2017/2018-as tanévtől kezdődően heti rendszerességgel előadások tartása angol nyelven a MBA mesterképzésen • rendszeres vendégoktatás Erasmus mobilitási programon keresztül • vendégelőadó és konferencia-előadó angol nyelven (pld. Baia Mare, Beijing, Glasgow, Ivano-Frankivszk, Katowice, Kosice, Tbilisi, Yerevan.) • elnyert ösztöndíjak: - 2015 kutatói ösztöndíj, University of Glasgow,



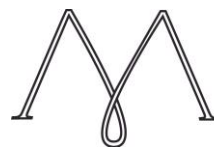
					<p>CRCEES, Glasgow, Egyesült Királyság - 2014-16 és 2020-22 vendégelőadó, Ivane Javakishvili State University, Tbiliszi, Georgia - 2012 kutatói ösztöndíj, University of Glasgow, CRCEES Glasgow, Egyesült Királyság - 2009 Summer Academy, Agglomeration, Industries and Innovation - ESSID 2009 BARCELONA, Spanyolország - 2007 Summer School, 16th Research Summer Academy; European Doctoral Programmes Association for Management and Business Administration, Soréze, Franciaország. - 2003 Kutatói tevékenység, Universität Otto von Guericke, Magdeburg, Németország.</p>
Dr. Kunt Gergely	PhD	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Számos nemzetközi projektben vettem részt az utóbbi években: 2022 Research Fellow, Wiener Wiesenthal Institut für Holocaust-Studien (VWI) (Projektcím: A Comparative Analysis of Anti-Romani and Anti-Semitic Narratives in Private and Public Discourse in Hungary from World War I to World War II) 2020 Postdoctoral Fellow, Fritz Bauer Institute, Frankfurti Egyetem (Projektcím: The Public and Private Memory of “Children’s Republic” Gaudiopolis Orphanage in Post-World-War II Budapest) 2017 Junior Core Fellow, Institute for Advanced Study, Central European University, Budapest (Projektcím: Masters of Apathy: Ordinary Bystander Mentalities during the Holocaust, as Reflected in Gentile Diaries from Hungary and Austria) 2017 Collegium Hungaricum, Bécs (Projektcím: A második világháború osztrák kamaszok naplójában) 2016 EHRI [European Holocaust



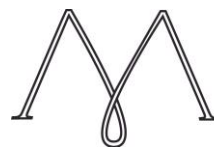
					Research Infrastructure] Fellow, Vienna Wiesenthal Institute for Holocaust-Studies, Bécs (Projektcím: Comparing Austrian and Hungarian Mentalities Between 1938 and 1945) 2 hónap
Prof. Dr. Kürti László	PhD, habil.	e tan.	N	I	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • 1989-1991: The American University, Washington DC, Oktatott kurzusok: Antropológiai elmélet, Társadalmi nemek, Amerikai nemzetiségek • Az USA-ban szerzett PhD fokozat: 1989 - University of Massachusetts, Amherst, USA (PhD), Antropológia) • Folyamatosan tart angolul előadások nemzetközi konferenciákon • Folyamatosan vesz részt nemzetközi projektekben politikai antropológiai témákban
Liu Guoyan	-	mo	N	I	<ul style="list-style-type: none"> • A 2018/2019-es tanévtől heti rendszerességgel tart előadásokat, nyelvórákat a Konfuciusz Intézetben (ME). • Évtizedes nemzetközi oktatási tapasztalat.
Dr. habil. Szabó-Tóth Kinga	PhD, habil.	e. doc.	I	I	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Felsőfokú „C” típusú nyelvvizsga angol nyelvből (Angliában szerzett MSc végzettség alapján) • MSc in Social Research Methods and Statistics végzettség szerzése, UK, University of Manchester, 2002 • Marie Curie Doctoral Fellowship, University of Manchester, 2001-2002 • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül (pld. 2022 tavasz, University of Rzeszov, 2016 ősz, University of Lódz) • Konferencia-előadások angol nyelven folyamatosan • Nemzetközi pályázatok vezetése, hazai koordinálása, pld: 2013. szeptember: „Regionális szociálismappa (Kassai



					<p>Önkormányzati Kerület –Borsod –Abaúj–Zemplén megye)” című, HUSK/1101/1.6.1/0131 számú projektben való részvétel. A hazai projekt koordinátora. 2012. szeptember- 2013. augusztus:Posztindusztriális periférikus városok újjászületése című nemzetközi projekt hazai koordinátora</p>
Dr. Szalontai Lajos	PhD	e doc.	I	N	<ul style="list-style-type: none"> • Oktatási és admin Erasmus mobilitás (2023. június, Dél-Afrikai Köztársaság) • Nemzetközi hallgatói vásárokon való részvétel/ a Miskolci Egyetem képviselte • Nemzetközi projekteken való részvétel (aktív megvalósító): <ul style="list-style-type: none"> - Research assistant – In the „Flood modelling and logistic model development for flood crisis management - FLOODLOG” bilateral project, grant no. HUSK/1001/2.1.2/0009. - Research assistant - Assessment and strategic development of INSPIRE compliant Geodata-Services for European Soil Data (GS Soil) - eContentplus Project - “KNOWBRIDGE - The Cross Border Knowledge Bridge in the Renewable Energy Sources Cluster in the East Slovakia and North Hungary” international European Framework Programme 7project
Sziszkoszné Dr. Halász Dorottya	PhD	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Felsőfokú „C” típusú nyelvvizsga angol nyelvből (angol nyelv és irodalom szakos tanári diploma alapján) • Idegen nyelven végzett oktatás hazai és külföldi intézményekben: Miskolci Egyetem, Debreceni Egyetem, Nyíregyházi Egyetem, McDaniel College Budapest, Texas Christian University (Fort Worth, Texas, USA) • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül: Universiteit Utrecht, Hollandia (2010), Univerzita Pavla Jozefa Šafárika v Košiciach, Szlovákia (2013),



					Universitatea din Oradea, Románia (több alkalommal) <ul style="list-style-type: none"> • Konferencia-előadások angol nyelven rendszeresen. • PhD fokozat szerzése, Történelemtudományok, Texas Christian University (Fort Worth, Texas, USA), 2000.
Dr. habil. Tóth Árpád	PhD, habil.	e doc.	I	N	<ul style="list-style-type: none"> • A 2017/18-as tanévtől kezdve angol nyelven előadások tartása a ME-en a Central European Studies képzésen • Angol szakszöveg-olvasás kurzus tartása folyamatosan, ME • Rendszeres vendégoktatás Erasmus mobilitási programon keresztül • Rendszeres angol nyelvű előadások konferenciákon
Wang Zhichun	-	mo	N	I	<ul style="list-style-type: none"> • Certificate of English (CET6-SET). • A 2016/2017-es tanévtől heti rendszerességgel tart előadásokat, nyelvórákat a Konfuciusz Intézetben.



II.6. Nyilatkozat

NYILATKOZAT

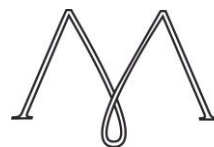
Prof. Dr. Horváth Zita, mint a Miskolci Egyetem rektora biztosítom a táblázatban megnevezett oktatók foglalkoztatását – a szakindítási anyagnak megfelelően – az intézményben az indítandó képzés egy teljes ciklusára, illetve gondoskodom a személyi feltételek bemutatott szakmai megfelelőségének fenntartásáról.

Kijelentem, hogy minden felsorolt oktató a vonatkozó előírás szerinti („kizárólagossági”) nyilatkozatot adott a Miskolci Egyetemnek.

Név	Születési idő	FIR azonosító száma
Csizmadia Ervin	1958	72136522552
Fazekas Csaba	1968	72133757662
Fan Liyun	1965	
Fekete Sándor	1971	72263721108
Gergely Noémi	1995	79522951763
Havasi Virág	1973	71538603434
Kunt Gergely	1981	71507324227
Kuttor Dániel	1979	72133869014
Kürti László	1953	72133764836
Liu Guoyan	1976	
Papp Z. Attila	1969	71526389583
Szabó-Tóth Kinga	1974	72131771626
Szalontai Lajos	1985	71438286960
Sziszkoszné Halász Dorottya	1973	72131295433
Tóth Árpád	1969	72131860664
Udvarvölgyi Zsolt András	1973	71527982712
Wang Zhichun	1991	

Miskolc, 2023. május 30.

Prof. Dr. Horváth Zita
rektor



III. A SZAKTERÜLETI TUDOMÁNYOS HÁTTÉR

(max. 2 oldal terjedelemben)

Az intézményben a szak képzési területén, illetve a kapcsolódó tudományterületeken országosan (és nemzetközileg) elismert szakmai műhely(ek), együtt dolgozó szakmai közösségek tudományos (*alkotói, K+F, művészeti*) programja, fontosabb publikációs, pályázati és együttműködési eredményei, azok vezetői és résztvevői:

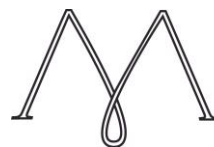
A képzést a ME BTK Alkalmazott Társadalomtudományok Intézete (ATTI) (Dr. habil. Szabó-Tóth Kinga vezetésével) koordinálja és a ME Konfuciusz Intézete (Dr. Kuttor Dániel vezetésével) segíti. Az ATTI-hoz jelenleg 4 alapszak (szociológia, politikatudományok, szociális munka és nemzetközi tanulmányok alapszak – utóbbi 2020 szeptemberétől indult) koordinálása, valamint 2 magyar nyelvű mesterszak (szociológia és politológia) valamint egy angol nyelvű mesterszak, Central European Studies MA (CES MA) koordinálása tartozik. A CES mesterszak a 2015-16-as tanévben indult el először angol nyelven és sikeresen működtetjük azóta is nappali tagozaton a Stipendium Hungaricum Program keretében. Az elmúlt évek során 15 országból (!) érkeztek hozzánk hallgatók és szereztek diplomát. A szak indításától eltelt 8 év alkalmas volt arra is, hogy Intézetünk oktatói kiterjedd tapasztalatokat szerezzenek multikulturális tanulói csoportok oktatásában, menedzselésében.

Az ATT a ME BTK fennállása óta eltelt 30 évben közel 50 K+F és egyéb, hazai és nemzetközi együttműködésben megvalósuló kutatási pályázata volt (melyek közül néhányat, mely a tervezett szakhoz különösen illeszkedik alább felsorolunk).

A ME Konfuciusz Intézete 2013-ban alakult, az országban harmadikként. A Konfuciusz Intézetek globális hálózatában rendhagyó módon két felsőoktatási képzőhely és egy vállalat működik együtt a miskolci intézet fenntartásában. A Miskolci Egyetem és a Pekingi Vegyipari Egyetem oktatási és kulturális partnerségét a jentaji-kazincbarcikai vegyipari cégcsoport, a Wanhua-BorsodChem egészíti ki. Ez a működés jelenti a garanciát arra, hogy az Intézet igen kiterjedd oktatási-kutatási nemzetközi partnerségi hálózattal bír és széleskörű ismertséget és népszerűséget szerzett 10 éves működése során.

Legfontosabb K+F, illetve pályázati és egyéb együttműködések, mely a képzés háttéréül szolgál az utóbbi évekből:

- 2010. A háztartások energiahasználata. GILDED projekthez való csatlakozás.
- 2011. május: Összeurópai Roma Stratégia készítése a BAZ megyei Önkormányzat felkérésére.
- 2012. január-december: „Roma population on the peripheries of the Visegrad countries” (a Visegrádi Alap keretében nemzetközi pályázat).
- 2012-2017: A Nemzeti Élelmiszerlánc-biztonsági Hivatal Erdészeti Igazgatósága megbízásából B-A-Z megyei erdőtüzek szociológiai háttérének vizsgálata.
- 2012 október - 2013 szeptember: „Regionális szociális mappa (Kassai Önkormányzati Kerület –Borsod – Abaúj – Zemplén megye)” című, HUSK/1101/1.6.1/0131 számú nemzetközi projektben való részvétel.
- 2012 szeptember-2013 augusztus: "Posztindusztriális periférikus városok újjászületése" című nemzetközi projektben való részvétel. A projekt hat országot érintett (Litvánia, Törökország, Lengyelország, Oroszország, Argentína és Magyarország). Támogató: Nemzeti Tudományos Központ, Lengyelország. A kutatás vezetője: Prof. Pawel Starosta, dékán, egyetemi tanár, Lódzi Egyetem, Közgazdaságtudományi és Szociológiai Kar.
- TÁMOP-4.2.1.B-10/2 KONV-2010-0001 pályázat keretében, a Miskolci Egyetem Fenntartható Természeti Erőforrás Gazdálkodás Kiválósági Központ részeként részt vettünk a "Biomassza alapú településenergetikai rendszer kidolgozása 2011-2013" című projektben.
- 2012. január – december: A felsőoktatás minőségének javítása kiválósági központok fejlesztésére alapozva a Miskolci Egyetem stratégiai kutatási területein (TÁMOP-4.2.1.B-10/2/KONV-2010-0001) című projekt részeként a Fenntartható Természeti Erőforrás Gazdálkodás Kiválósági Központon belül részt vettünk az 1-es Kutató Műhely munkájában. Ezen belül a lakosság hulladékkezelési, hulladékgazdálkodási attitűdjeit vizsgáltuk.
- 2017-2020: A Szegedi Egyetemmel konzorciumban: „Az intelligens, fenntartható és inkluzív társadalom fejlesztésének aspektusai: társadalmi, technológiai, innovációs hálózatok a foglalkoztatásban és a digitális gazdaságban” EFOP-3.6.2-16-2017-00007. c. pályázat keretében a "Rongyszőnyeg vagy patchwork? - Társadalmi együttélési formák és normák, együttélési simulások és konfliktusok multikulturális környezetben" c. részprojekt megvalósítása.
- Felsőoktatási Intézményi Kiválósági Pályázat: Creative Region címmel, 2018-tól folyamatosan: Az ATTI a szociológiai felméréseket koordinálja melyek egyik fontos célja hátrányos helyzetű településeken a fenntarthatóság, a fenntartható közösségek, helyi innovációs potenciál, fenntartható, slow turizmus és helyi gazdaság kereteinek kutatása.



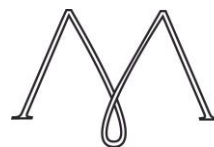
- Konzorciumi partnerek vagyunk 2021 decemberétől a 4IM nemzetközi projekt (VP/2020/003/0218 - Initiative for innovative integrated interventions in Miskolc - 4IM - Miskolc shall be a place for everyone) a MMJV Önkormányzata által vezetett nemzetközi kutatásnak, mely a Kassai Önkormányzat, a Miskolci Egyetem, az Abaújrakezdés Egyesület és az AEIDL (European Association for Local Development, Brüsszel), mint konzorciumi partnerek részvételével valósul meg 30 hónapos futamidővel. Célja többek között a társadalmi fenntarthatóság alapozott innovatív szociális modell kidolgozása miskolc 2 szegregátumában.

A szakfelelős és egyben a „**China and the South-East and Central Asian region**” specializáció felelőse Dr. habil. Udvarvölgyi Zsolt András, a ME BTK ATTI főiskolai tanára, aki oktatói-kutatói pályafutása előtt az államigazgatásban is tevékenykedett, külkapcsolatokkal, nemzetpolitikával, kisebbségi ügyekkel, EU-s szakpolitikákkal is foglalkozott behatóan és diplomataként is dolgozott. Többször járt a térségben is, Tajvanon, Hongkongban és Thaiföldön. Több publikációjában foglalkozott a közép-ázsiai térségben, a Szovjetunió felbomlása után bekövetkezett változásokkal, ill. a régióban járt magyar utazók, kutatók (pl. Vámbéry Ármán, Stein Aurél) életpályájával. 2005-2008 között az isztambuli magyar főkonzulátuson tevékenykedett konzulként, ahol kaukázusi és közép-ázsiai országok állampolgárainak vízumkérelmeivel is foglalkozott. Egyetemi tanulmányait történelem szakon az ELTE BTK-n (1996), szociológia szakon az ELTE Szociológiai Intézetben (1998) végezte. Négy évig tanult iranisztikai szakon is, 1997-ben rövid távú külföldi tanulmányútra az iráni Iszfaháni Egyetemre utazott. Posztgraduális mester szakos (MA in Central European History) diplomáját a budapesti Közép-Európai Egyetemen (CEU) szerezte. Felsőoktatással 2009 óta foglalkozik, több egyetem és főiskola óraadó oktatója volt, OKJ-s képzések, egyéb felsőoktatási intézmények megbízott előadója. 2010-2013 között pályázati osztályvezetőként, projektmenedzserként is dolgozott. 2021 szeptembere óta dolgozik Miskolcon, ahol a Nemzetközi Tanulmányok alapképzési szak felelőseként is tevékenykedik. Cikkei, tanulmányai 1999 óta rendszeresen jelennek meg hetilapokban, folyóiratokban, szakmai kiadványokban, több könyv szerzője és szerkesztője, konferenciák rendszeres résztvevője. Publikációs listáján jelenleg 225 tétel található. Több mint húsz éve foglalkozik az iszlám vallással, a magyarországi és európai muszlim közösségekkel, de érdeklődése kiterjed a délkelet-, és közép-ázsiai, ill. közel-keleti politikai, gazdasági és társadalmi folyamatokra is.

A „**Central Europe (Nations and Minorities)**” specializáció felelőse, az ATTI főállású oktatója és egyben az ELKH Kisebbségkutató Intézetének vezetője, Prof. Dr. Papp Z. Attila. Kisebbségtudományi kutatásai közel 30 éves múlttal tekintenek vissza. Tartalmi, illetve földrajzi szerteágazásai ellenére jól körülhatárolhatóan három nagyobb tematika körül szerveződnek: a kisebbségi média, a kisebbségi oktatás, illetve a különféle kisebbségi csoportok demográfia és szociológiai vizsgálata. Megjegyzendő az is, hogy ezek a kisebbségsszociológiai kutatások egyrészt a határon túli (Kárpát-medencei és azon kívül is élő) magyar kisebbségekre, másrészt pedig a magyarországi nemzetiségekre is vonatkoznak. Ezen utóbbin belül - főleg az oktatási témájú kutatások célcsoportját - a romák képezik. A kisebbségi oktatással kapcsolatos vizsgálatok két nagyobb célcsoportra koncentrálnak Papp Z. Attila munkáiban: egyrészt a határon túli magyarok oktatására, másrészt a magyarországi, de szerbiai és romániai romák oktatására is. Az utóbbi években, szintén a hazai romákkal kapcsolatos NKFIH kutatása keretében 2016-2021 között kutatótársaival multietnikus, roma-nem roma vegyes lakosságú településeken található általános iskolák és a helyi közösségek kapcsolatát, kölcsönhatását, egymásrataltságát vizsgálták. A kisebbségsszociológiai témájú kutatások egy külön blokkját alkotják a kisebbségi csoportokra vonatkozó demográfiai elemzések, illetve a kisebbségi intézményesülés különféle formáit elemző vizsgálatok.

Az ATTI 30 éves történetének meghatározó eleme a kisebbségek, mint téma folyamatos napirenden tartása mind az oktatásban, mind a kutatásban. Ennek egyik példája az is, hogy a Szociológia mesterszak Kisebbségsszociológia specializációval is rendelkezik, Dr. habil. Szabó-Tóth Kinga vezetésével.

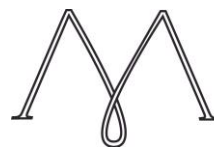
A „**Climate Change, Sustainability and Deep Adaptation**” specializáció felelőse, Dr. Havasi Virág az ATTI egyetemi docense. Jogász, közgazdász és szociológus. Erasmus mobilitási program keretében évek óta angolul és spanyolul tart órákat külföldi hallgatóknak, valamint külföldi egyetemeken, illetve a Stipendium Hungaricum keretében a Central European Studies MA programunkon, többek között az alábbi témákban: Sustainable development in Hungary, Ecovillages, Gypsies in Europe, Gypsies in Hungary, Nuevos movimientos religiosos, Economic History of Central Europe. Magyar nyelven is tart a fenntartható fejlődéssel kapcsolatos kurzusokat, például Fenntartható fejlődés fejlesztés elveinek érvényesítése a területfejlesztésben, Fenntartható fejlődés, Roma kultúra, Romák az oktatásban, Értékrend, életminőségkutatások, Életmódszociológia, Társadalmi integráció és képzés, Településfejlesztés a gyakorlatban, Kultúra és piaccgazdaság, Kultúra és társadalom, Világgazdaságtan, Gazdasági rendszerek elemzése, Közösségi szociális munka. Kutatómunkájában is hangsúlyosan jelen van a fenntarthatósági téma: ökofalvak vizsgálata, környezetvédelmi attitűd-kutatás, fenntarthatóság és gazdaságfejlesztés, szociális szövetkezetek, tervezett közösségek vizsgálata.



A fenti specializáció a ME Műszaki Föld- és Környezettudományi Karral való együttműködésben valósul meg. A MFKK elkötelezett a fenntartható módon történő természeti erőforrás-gazdálkodás iránt.

Képzéseit és nemzetközi kapcsolatait ennek mentén és ennek szellemében szervezi és működteti. Az oktatási feladatok mellett kiemelten fontosnak tartja a kari kompetenciákra épülő kutatási-fejlesztési-innovációs feladatok végrehajtását akár ipari megbízások, vagy pályázati projektek keretei között. Ezt bizonyítja a relatíve magas Horizon 2020 és EIT KIC Raw Materials pályázati aktivitás, amelyben az elmúlt években összesen több mint 20 nemzetközi pályázaton voltak sikeresek. Emellett a hazai operatív programokban is aktívan szolgálják ki a vállalati innovációs igényeket. Legújabb képzésük az ATTI együttműködésével megvalósított „Klímaadaptációs szakember/szakmérnöki szakirányú továbbképzés”, mely sikeresen elindult 2023 szeptemberében.

A specializációban jelentős szerepet játszik oktatóként az ATTI vezetője, Dr. habil. Szabó-Tóth Kinga, aki 2011-től kezdett el foglalkozni (részben különböző kutatási projektek, részben más tényezők hatására) alkalmazott környezetszociológiai vizsgálatokkal. Ezek egy része egy műszaki fejlesztési projekthez kapcsolódott és a borsodi település, Csernely biomassza alapú fűtési rendszere bevezetésének társadalmi hatástanulmánya részeként készült el, másik része pedig - részben ezzel összefüggésben – az energiaszegénység problémáját, mérésének lehetőségeit vizsgálta. Ezekhez a kutatásokhoz tartozik, hogy a NÉBIH Erdészeti Igazgatósága megbízásából végzett, az országos erdőtüzek társadalmi hátterét vizsgáló, általa vezetett felmérés. Az energiaszegénység szociológiai vizsgálatával 2013-2015 között foglalkozott.



IV. A SZAKTERÜLETI INFRASTRUKTURÁLIS FELTÉTELEK

A képzés tárgyi feltételei, a rendelkezésre álló infrastruktúra bemutatása:

- Tanterem, előadóterem, laboratóriumok és eszközellátottságuk, műhelyek, gyakorlóhelyek:

A Miskolci Egyetem Bölcsészettudományi Karának valamennyi képzése a campus területén található megfelelő számú, méretű és felszereltségű tanteremben történik. Az elmúlt évek tanterem-építési és felújítási munkáinak köszönhetően modern és jól felszerelt előadóterem, illetve szemináriumi foglalkozásokra alkalmas helyiségek kerültek kialakításra. A félévek elején a rendelkezésre álló tanterem-kontingens alapján az egyes intézetek alakítják ki pontos órarendjüket, figyelembe véve az oktatók és a hallgatók számára egyaránt optimális heti leterheltséget, valamint az egyes foglalkozások létszámát. Az órarendeket (tantárgy neve, oktató, oktatás helyszíne és időpontja) a faliújságon közzéteszik, valamint azok az intézetek online felületén is feltöltésre kerülnek.

A képzést koordináló intézet a Miskolci Egyetem BTK Alkalmazott Társadalomtudományok Intézete a főépületben található, az A/5-ös épület 2. emeletén. Az intézet maga 5 tanteremmel rendelkezik, melyek mindegyike el van látva projektorral és lappal, az egyik interaktív táblával is rendelkezik. Egy nagy számítógépteremünk is van saját használatban, 16 asztali géppel. Az öt teremből egy 55 fős, kettő 20 fős, egy 25 fős és egy 30 fős. A termekből 3 műhelyfoglalkozások és csoportfoglalkozások megtartására is alkalmas.

Mint már fentebb írtuk, a képzés a Miskolci Egyetem Konfuciusz Intézetével való szoros együttműködés keretében valósul meg. Az Intézet 2013 augusztusában alakult meg és Magyarország harmadik ilyen intézete. A Konfuciusz Intézet oktatási eszközei, tantermei és oktatói szobái is rendelkezésre állnak a képzés megvalósítása során.

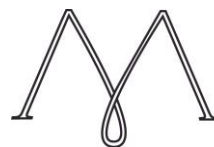
- Számítástechnikai, oktatástechnikai ellátottság:

A Miskolci Egyetem területén a számítógépekkel való ellátottság kifejezetten jónak mondható. Az egyetemi Számítóközpont mellett minden Kar rendelkezik saját számítógépes laborral, így a Bölcsészettudományi Karon is rendelkezésre állnak olyan tanteremek, amelyekben valamennyi, adott szemináriumon részt vevő hallgató saját számítógépen dolgozhat. A Miskolci Egyetem Központi Könyvtárában mintegy 60 szabadon használható számítógép található, továbbá az egyetem közösségi épületeiben biztosított az ingyenes wifi hozzáférés. Hallgatóink az eduRoam (education roaming) szolgáltatással, jelszó segítségével csatlakozhatnak bármely más, eduroam szövetségbe tartozó hazai vagy külföldi intézmény vezeték nélküli hálózatához.

Az előadások hatékonyabb megtartása érdekében, telepített és szabadon mozgatható projektor áll rendelkezésre vászonnal, valamint az oktatók számára biztosított notebook-okkal. Lehetőség van a prezentációkba saját készítésű képek beszúrására hagyományos fényképezőgép és scannerek segítségével. A számítógépes teremben az óra tartását interaktív tábla segíti a szoftverek hatékonyabb kezelése érdekében. Az oktatási anyagokat CD-író és DVD író segítségével lehet archiválni. Oktatási anyagok elkészítését és bemutatását a számítógépeken és szoftvereken kívül videokamerák, videómagnó és nagyképernyős TV segíti. Segédanyagok elkészítéséhez és sokszorosításához lézernyomtatókkal és fénymásoló gépekkel rendelkezünk. A karon használatban lévő interaktív tábla nagy népszerűségnek örvend az oktatók és a hallgatók körében. Az interaktív tábla nagyméretű munkafelületén könnyen és egyszerűen szörfölhet az oktató és a hallgató az interneten, megtarthatja tudományos előadásait vagy virtuális utazást tehet a számítástechnika világába.

A Miskolci Egyetem által működtetett e-learning központ szolgáltatásait (edu.uni-miskolc.hu/moodle/) egyre nagyobb arányban veszik igénybe oktatóink. Az e-learning rendszer lehetővé teszi, hogy a levelező tanrend szerinti oktatás kontaktóráit kiegészítve azokat digitális tananyagok előállításával segítsék. A digitális oktatási forma hatékonyan tudja kiegészíteni az oktatást, hiszen a tananyagok mellett az tanulói önálló munkavégzés is megfelelően ellenőrizhető.

- Könyvtári ellátottság; a papíralapú, illetve elektronikusan elérhető fontosabb szakmai folyóiratok és a szak szempontjából fontos szakkönyvek könyvtári, ill. internetes elérhetősége, a könyvtár ezen adatait tartalmazó honlap címe:



A Miskolci Egyetem Központi Könyvtára az 1990-es évekig szinte kizárólagos jelleggel a műszaki tudományok gyűjtőkönyvtáraként működött. A gazdaságtudományi illetve jogi képzések 1980-as években történt megindítása nyomán azonban jelentős társadalomtudományi könyvállománnyal gyarapodott az intézmény. A humán tudományok területén a Bölcsészettudományi Kar létesítésével indult meg a könyvállomány ilyen irányú fejlesztése. Az 1990-es években az alapvető humán és társadalomtudományi szakirodalom a Központi Könyvtárban és a Kar intézeti könyvtáraiban beszerzésre, katalogizálásra került. Az állományt számos adomány, különleges gyűjtemény tette teljesebbé. Az oktatásban elengedhetetlenül szükséges (tantárgyi tematikák kötelező és ajánlott irodalmaiban szereplő) tételeket a Központi Könyvtár beszerzte, illetve folyamatosan beszerzi. Az eltelt időszakban jelentős digitalizálási program segítségével bővítettük a hallgatók szakirodalomhoz való hozzáférési lehetőségeit, jelentősen javultak az internetes adatbázisok elérésének és a benne történő keresésnek a lehetőségei. A Kar intézeti (szakos, tudományterületi profilok nyomán kialakított) könyvtárainak állománya az elmúlt években folyamatosan bővült, a megfelelő felkészültségű könyvtárosi munkakörök betöltöttek, biztosítottak – törekszünk a minimális vásárlási lehetőségek maximális kihasználására. Együttműködünk a Magyar Nemzeti Digitális Archívummal (MANDA), közfoglalkoztatási programjuk keretében tematikus bibliográfiákban szereplő szakirodalmat digitalizáltattunk. A Bölcsészettudományi Kar valamennyi szakján a tudományos kutatás feltételei alapvetően adottak. A könyvtári hálózat a bölcsészképzés elmúlt húsz évében jelentősen bővült, az alapvető, órákhoz szükséges szakirodalom mellett a folyóirat- és szakkönyv-állomány is megfelelő az alapvető tájékozódáshoz. A Kar könyvtárainak digitalizálási programokban való részvétele, valamint a Miskolci Egyetem által biztosított elektronikus adatbázisok (Arcanum Digitális Tudománytár, Szaktárs, library.hungaricana.hu) jelentősen segítik az alapvető szakirodalomhoz és forrásokhoz való hozzáférést. A tervezett képzés tantárgyleírásaiban szereplő kötelező, illetve ajánlott irodalom teljes körűen hozzáférhető nyomtatott, illetve elektronikus formában.

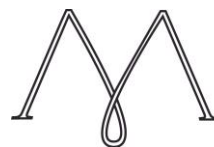
A Miskolci Egyetem Központi Könyvtára a <http://www.lib.uni-miskolc.hu/web/konyvtar/> felületen érhető el.

A Bölcsészettudományi Kar épületében több intézeti könyvtár működik, melyek a Központi Könyvtárhoz tartoznak. Az egyik a Történelem Szakkönyvtár, melyben körülbelül 10 ezer szakkönyv található, valamint DVD és CD gyűjteménnyel is rendelkezik. A másik a Társadalomtudományi Könyvtár, melynek gyűjteménye 5000 kötetből áll. Az ATTI az alapító tanszékvezetőtől, Lehoczky Alfréd-től megkapta továbbá annak hagyatékaként a körülbelül 200 kötetes, szociológiai témájú szakkönyveket tartalmazó gyűjteményét. Más, a Bölcsészettudományi Karhoz tartozó Intézmények könyvállománya és DVD állománya is hozzáférhető a hallgatók számára. Ilyen például a Kulturális Antropológia Könyvtár a maga 3000 kötetével, a Neveléstudományi Könyvtár 4800 kötetével, illetve a Magyar nyelv és irodalom könyvtár 27 ezres kötetszámával.

A főkönyvtár mellett az intézeti könyvtárak kihasználtsága – mind a helyben olvasás, mind a kölcsönzés szempontjából – magas fokú, a nyitvatartási idő a hallgatók órarendjéhez igazodik. A félévek kezdetén minden oktató köteles heti fogadóórájának időpontját (személyes elérhetőségét) a tanszéki faliújságon, illetve az intézeti honlapon közzétenni. Itt ugyancsak megjelennek az oktatók személyre bontott óraterhelésének adatai, az általuk jegyzett és vezetett nappali és levelező tagozatos foglalkozásokra vonatkozó információk is.

A Konfuciusz Intézet a maga közel 3000 kötetet számláló állományával (kínai, angol és magyar nyelven) szintén nagy segítséget jelentenek leendő hallgatóink számára.

- A hallgatói tanulmányok eredményes elvégzését segítő további szolgáltatások, juttatások, a biztosított taneszközök (*tankönyv, jegyzet* ellátás stb.), mindezek az idegen nyelven folyó képzésben az adott idegen nyelvű anyaggal!



Hallgatói juttatások: tanulmányi ösztöndíj, rendszeres szociális ösztöndíj, rendkívüli szociális ösztöndíj szakmai, tudományos, közéleti ösztöndíj eseti hallgatói támogatás a sporttevékenység támogatása a kulturális tevékenység támogatása szakmai gyakorlaton való részvétel támogatása.

A kiemelkedő tanulmányi eredményt nyújtó hallgatók pályázhatnak Nemzeti Felsőoktatási Ösztöndíjra. A nem helyben lakó hallgatóink a Miskolci Egyetem Kollégiumában igényelhetnek bentlakási lehetőséget. A saját jegyzetek kiadását többségében az Egyetemi Kiadó végzi, de oktatóink szakkönyvei más kiadónál is megjelennek. Az intézetek, tanszékek saját kiadású jegyzeteket, oktatási segédleteket is összeállítanak, s többségében biztosítják az előadások ppt formátumú elérhetőségét. Az egyéni hallgatói tanulmányi problémák megoldásának segítését az oktatónkénti heti két óra szabad konzultáció is biztosítja.

Az Egyetem Hallgatói Központjának elsődleges feladata a Karok döntéseinek végrehajtása, továbbá a hallgatói jogviszony igazolások kiállítása, diákhitel ügyek, ösztöndíj-kifizetések intézése, s a karok közötti oktatásszervezés (teremelosztás stb.) koordinálása. A Bölcsészettudományi Kar Dékáni Hivatala szoros munkakapcsolatban áll az Egyetemi Hallgatói Központ kari hallgatóinak ügyeit intéző tanulmányi előadóval. A Dékáni Hivatal a tanulmányi ügyekben hozott döntéseket (határozatokat) végrehajtás és nyilvántartás céljából átadja az Egyetemi Hallgatói Központ részére. A Dékáni Hivatal a Kar igazgatási-, ügyviteli-, szervezési- és tanulmányi ügyintézésrel kapcsolatos feladatait látja el.

Az oktatásszervezés tanszéki, intézeti teendőit az intézeti adminisztrátorok végzik, intézetenként 1 munkatárssal. A számítógépes NEPTUN rendszer megbízhatóan működik. A kredit-rendszerben a hallgatói döntéseket tanácsadó testület, az évente megjelenő tájékoztató kiadvány és a kari honlap információi segítik.

A Konfuciusz Intézettel fennálló szoros együttműködésünk lehetővé teszi a kínai nyelv és kultúra tanulmányozását hallgatóink számára.

• Az oktatás egyéb, szükségesnek ítélt feltételei (*ha vannak*):

Az egyetemen az oktatók munkafeltételei jók, minden oktató saját, hálózatba kapcsolt számítógéppel rendelkezik, a munkafeltételek korszerűsödnek, adottak a hallgatói kapcsolattartás infrastrukturális feltételei.

Az Egyetemvárosban elérhetőek a hallgatók számára szükséges személyes szolgáltatások, vásárlási, étkezési lehetőségek, a „selmeczi hagyományokra épülő igen sokoldalú” közösségi rendezvények tartására szükséges infrastruktúra. Az egyetem területén a hallgatók egészségügyi ellátása orvosi- és fogászati rendelőkben biztosított. Időszakonként rákszűrés és véradás szervezése történik. Az Egyetem önálló sportkomplexummal rendelkezik, ahol a sportcsarnok mellett további edzőtermek, labdarúgó, kézilabda pálya, s több mint tíz tenispálya (közülük 4, télre lefedhető) áll a hallgatók rendelkezésére. Az egyetem Sportcsarnokában, a Kemény Dénes Sportuszodában, sportpályáin, tornatermében, illetve a város sportlétesítményeiben – így többek között az egyetem sportcsarnoka mellett elhelyezkedő atlétikai centrumban – nyílik lehetőség a testnevelés tantárgy, mint kritériumkövetelmény teljesítésére. A hallgatók választhatnak tenisz, úszás, labdajátékok, atlétika, aerobic közül.

A kollégiumi ellátottság jelenleg mintegy háromezer férőhelye a hallgatói létszámhoz és azok lakóhelyéhez képest arányos. Elkészült a PPP-program keretében új mintegy 400 férőhelyes kollégium, s a régi kollégiumi épületek felújítása. Az egyetem területén külön épületben működik étterem, valamint több helyen is található büfé. Jegyzetbolt, Postahivatal, Papírbolt, fénymásolási- és kópiaközpont segíti a hallgatókat. A hallgatói önkormányzat útján a hallgatók részt vesznek az egyetem és a kar előkészítő és döntéshozó testületeiben. A diákközpont több diákszervezet centruma: Miskolci Egyetem Hallgatói Önkormányzat, Miskolci Egyetemisták Szövetsége, Diák Sport Kör.

A Hallgatói információs és karrier központban pszichológiai, jogi, orvosi, adó pénzügyi, külföldi tanulmányokkal kapcsolatos tanácsadás, karriertanácsadás történik. A hallgatók tanulmányi ideje alatti munkavállalását a Diák-Meló Miskolc Diákállalkozást Szervező Iskolaszövetkezet segíti.