

**CURRICULUM**

- 1. Course Code:** ÁTKTM70
- 2. Course title:** Academic Writing in English
- 3. Credit value and course structure:**
  - 3.1.** 2 credits
  - 3.2.** ratio of lectures and seminars: 70% seminar, 30% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Adrienn GULYÁS, associate professor, PhD
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (4 LEC + 10 SEM)
    - 7.1.2. Part time course: 8 (2 LEC + 6 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: –
- 8. The academic content of the subject:** The course will focus on developing writing skills in academia, in English. Students will get acquainted with the different stages of writing (brainstorming, planning, drafting and proofreading) in general and academic writing in particular. During the pre-writing stage, they will focus on generating ideas, and finding and structuring information. Starting from the paragraph-level, they will move up to writing at the essay-level, investigating patterns of essay development, with a special emphasis on argumentation, the basic genre of all academic exchange. During the drafting stage, students will learn how to use written sources effectively in their own work and how to assess the quality of texts, whether printed or online. The last third of the course is centered around language, style and other formal requirements of academic writing. During the semester, students will be provided a toolbox of online dictionaries and writing lab addresses to have at their disposal. Their written assignments will be reviewed by peers and commented on by the instructor. The course will enable students to prepare, draft, edit and revise their texts on their own, while paying attention to the content, structure and form required by English academic writing.
- 9. Competences to be achieved:**

**Knowledge:** Students are familiarized with the different stages of the academic writing process, and have extensive knowledge of the requirements of paragraph, essay and abstract writing, the use of sources in academia, as well as structural and formal requirements of the academic style.

**Capabilities:** Students are able to plan the writing process, draft an outline, articulate their ideas in accordance with a preset logical pattern, find authentic sources of information to support their argument and learn how to integrate these sources into their work. They are able to, at a basic level, proofread and evaluate their own assignments as well as their peers' written work.

**Attitude:** Students take a critical approach towards the sources they use for their work, of their own writing and their peers' written assignments. They are able to express their opinions in a tolerant, ethical and scientific manner. They can work together effectively to improve the quality and style of their texts. They are generally aware of substantive, structural and formal requirements of academic texts.

**Autonomy and responsibility:** Students will be able to conduct independent research under methodological guidance, and are aware of the professional and ethical requirements of scientific writing. They can independently prepare, draft and revise their own texts, in a formal style. They can also evaluate and improve the quality of their own writing and that of their peers.

**10. Required previous studies: –**

**11. The syllabus of the subject:**

- 11.1. Understanding and staging the writing process
- 11.2. Paragraph structure/ Patterns of paragraph development
- 11.3. Focus on the argumentative paragraph (structure, linking words)
- 11.4. Introductions and conclusions/ Making an outline
- 11.5. The structure of a research paper/ Patterns of essay development
- 11.6. Finding and quoting your sources
- 11.7. How to write an abstract
- 11.8. Common sentence problems (run-on sentences, fragments, subject-verb agreement, illogical shifts in tense, person and voice, dangling modifiers)
- 11.9. Academic style and vocabulary/ Using words effectively (Using specific words, concise language, avoiding slang and clichés)
- 11.10. Revision and editing/ Punctuation and mechanics
- 11.11. Discussion of peer reviews and corrected essays
- 11.12. Feedback on abstracts/ Review and course evaluation

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Active participation in at least 75% of the classes, completing written assignments on time. All written assignments must be submitted by the end of the last seminar (before the exam period). For absences exceeding 25% of the classes, students need to consult with the professor to determine whether their extra absences can be made up with an essay.

**14. Term assignments, testing knowledge:**

Turning in written assignments from week to week (different types of paragraphs, abstracts, peer-reviews, one 6-page essay).

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

As stated in point 14, students must attend at least 75% of the classes to obtain a signature.

**15.2. Evaluation:**

Seminar grade. Requirements to obtain a grade are active class participation and successful completion of all written assignments.

**15.3. The exact conditions of obtaining credits:**

To obtain credits, students must obtain a signature and have an at least satisfactory end-of-term grade.

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Bailey, Stephen: *Academic Writing. A Handbook for International Students*. Routledge, New York, 2018.
2. Kirsznner, L. G. and Mandell, S. A.: *Focus on Writing. Paragraphs and Essays*. Bedford, St. Martin's, 2014.

### **16.2. Recommended readings:**

1. Evans, V.: *Successful Writing Proficiency*. Express Publishing, Swansea, 1997.
2. Oshima, A., and Hogue, A.: *Writing Academic English*. Longman, White Plains NY, 2006.
3. Reid, Joy M.: *The Process of Composition*. Longman, White Plains NY, 2002.

Budapest, 5th June 2023

Dr. Adrienn GULYÁS, PhD, associate professor  
Signed with her own hand

## **CURRICULUM**

- 1. Course Code:** ÁNJTB10
- 2. Course title:** Artificial Intelligence and International Law
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, BA and MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. András HÁRS, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1.** Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2.** Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: use of creative methodology as detailed in the course description attached
- 8. The academic content of the subject:** The goal of the course is to provide an organized and planned overview on how artificial intelligence affects international law by delving into regulatory, human rights and legal personality as well the boundaries of technology and law. During the semester, the students will acquire knowledge regarding the legal challenges artificial intelligence brings and how states and international organizations aspire to prevent negative effects and provide a safe and secure environment for consumers while facilitating a competitive environment for economic growth and technological development. Furthermore, the course aims to develop specific skills required for the workplace, such as project-based assignments that will be continuously built upon during the semester. The course is prepared and taught in English with the compulsory and recommended literature also available in English.

The course heavily relies on creative methodology as enshrined in the attached course description and the continuous and active participation of students during activities such as case study analyses and presentation techniques. A novelty element is the inclusion of research papers of the last years by the Department of International Law and the inclusion of several guest lecturers as experts who can show students how adjacent fields are influenced by the development of new, AI-based technologies such as international criminal law, human rights in cyberspace or intellectual property protection by WIPO.
- 9. Competences to be achieved:**

**Knowledge:** The student should possess the knowledge of what artificial intelligence is and how

much of a difference exists in regional and domestic understanding of AI. Knows how to conduct research and can work with databases. Knows how to compare and contrast the work of international organizations. The student has obtained knowledge on how to present their findings and proposals and is able to think and articulate his/her argument during an oral exchange of ideas or possibly a debate.

**Capabilities:** Able to adequately apply the specific terminology of the course. Able to present his/her arguments to his/her peers concerning a subject-related matter. Able to filter relevant information and compile a well-thought-out proposal on the topic of international regulation. Able to cooperate in a team environment necessary to succeed in joint tasks. Capable of conducting individual research and prepare a sound argumentation and proposal based on his/her knowledge of international law and artificial intelligence.

**Attitude:** Respects the opinion of others even they differ from his/her own. Critical about news presented by the ordinary media and uses professional sources for his/her work. Accepts that decision-making in a group can also be effective.

**Autonomy and responsibility:** Abides by and enforces professional standards. Able to correct his/her mistakes. Formulates professional proposals in an autonomous fashion.

## **10. Required previous studies: -**

### **11. The syllabus of the subject:**

- 11.1. Introduction, discussion of completion criteria and literature
- 11.2. Digitalization and international law
- 11.3. Definitions, understanding and elements of artificial intelligence
- 11.4. Legal personality of artificial intelligence
- 11.5. International regulatory attempts
- 11.6. States' attitude and policy towards AI regulation – ethical considerations
- 11.7. Human rights and AI
- 11.8. Judicial practice and AI
- 11.9. Implications of AI regarding discrimination and work-related human rights
- 11.10. International humanitarian law and AI
- 11.11. International criminal law and AI
- 11.12. Intellectual property law and AI- the work of WIPO
- 11.13. Presentations – project assignments
- 11.14. Evaluation

## **12. The frequency of offering the subject/its position in the curriculum of the term: spring semester**

### **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Attends 75% of classes – missed classes can be supplanted by short activities in the form of online research or brief written assignments depending on the topic.

### **14. Term assignments, testing knowledge:**

4 short-term, written assignment amounting to 20% of the overall score

Continuous work throughout the semester while preparing the team project in teams of 2-3 students regarding the establishment of a new regulatory body or international treaty. Periodic reviews are incorporated to aid the advancement of the project.

## **15. The exact conditions of testing knowledge, obtaining signature or credits:**

### **15.1. The exact conditions of obtaining signature:**

Attendance – 75% of classes + completion of an online course on AI (AI challenge for Hungarian students by the AI Coalition of Hungary or one of the Coursera online classes as agreed upon by both the student and the researcher – needs to be proven by a certificate upon completion)

### **15.2. Evaluation:**

Evaluation is based on multiple elements:

- attendance (20%)
- active participation (20%)
- short-term written assignments (4x5=20%)
- project assignment (40%)

Teamwork assignment in the form of a project at the end of the semester – presenting a proposal for international regulation using up-to-date tools (such as Canva, Piktochart or Infogram) – 360 degrees evaluation by the lecturer(s) and the students via discussion.

### **15.3. The exact conditions of obtaining credits:**

Evaluation during the semester based on the following criteria:

- attendance (20%)
- active participation (20%)
- short-term written assignments (4x5=20%)
- project assignment (40%)

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Jaemin Lee: Artificial Intelligence and International Law, Springer, 2022, 261. ISBN: 978-981-19-1496-6

### **16.2. Recommended readings:**

1. András Hárs: Legal Personality and Avenues for Regulation, Hungarian Journal of Legal Studies, Vol. 63, Issue 4, 2022, 320-344, <https://doi.org/10.1556/2052.2022.00352>
2. András Hárs: Comparative Overview of International Regulatory Attempts Regarding Artificial Intelligence – Through the Lens of Human Rights, Pro Publico Bono, Vol. 11. Issue 2., 2023, 125-143, doi: [10.32575/ppb.2023.2.7](https://doi.org/10.32575/ppb.2023.2.7)
3. Noémi Nagy: “Humanity’s new frontier”: Human rights implications of artificial intelligence and new technologies. Forthcoming in Hungarian Journal of Legal Studies, 2023, DOI: 10.1556/2052.2023.00481
4. Stamatis Karnouskos: Symbiosis with artificial intelligence via the prism of law, robots, and society, Artificial Intelligence and Law, 2022, Vol. 30. 93-115. <https://doi.org/10.1007/s10506-021-09289-1>

Budapest, 1 December 2023.

Dr. András HÁRS, PhD, Senior Lecturer  
Signed with his own hand

## **UNIVERSITY OF PUBLIC SERVICE**

### **Faculty of Public Governance and International Studies**

#### **CURRICULUM**

- 1. Course Code:** ÁEUTTM34
- 2. Course title:** Artificial Intelligence and Public Policy
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture, 1 TTX
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Andrew Dolan – Director, CSNSC (UK) Ltd
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes –part time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: - A specially designed two-day simulated Table Top Exercise (TTX) will support the familiarisation of students with policy and decision-making aspects of a law enforcement and national security event involving a range of AI.
- 8. The academic content of the subject:** The aim and purpose of this course is to provide a comprehensive overview of the public policy aspects of the development of artificial intelligence. The structure of the courses will feature a blend of seminars and a simulated Table Top Exercise (TTX). The essence of the content and approach will be laid out in an introductory phase, which will examine the philosophy of artificial intelligence, its development to date and the rationale, scope and objectives of public policy in this area. This examination will span both the technical basis of algorithm development to the application of new AI systems. The second element of the courses will feature key elements of AI-driven applications ranging from systems application in policing and national security, the law and e-jurisprudence, medical AI and public health and finally big data and societal networking and development. Each component will seek to demonstrate both a theoretical and practical application of developing AI systems. The final component of the course will be student participation in a specially-designed simulated Table Top Exercise, comprising a fictitious scenario embracing a range of policing and national security risks and challenges, the development of robust policy or regulatory frameworks in response and an insight into the challenges of framing national policies and strategies in this area. In summation, students should become better acquainted with AI developments generally and a number of current and critical AI developments impacting on society and government.
- 9. Competences to be achieved:**

**Knowledge:** A full understanding and appreciation of what AI actually is and what it is not and

what factors must be considered when developing realistic national policies for the adoption, utilisation, exploitation and regulation of AI-generated products and services. This philosophical investigation will be complemented by a detailed analysis of key aspects of strategic-level applications in the important fields of law enforcement and national security, the impact on law, jurisprudence and state governance, the enhancement of public health – especially in a post-pandemic environment and the mechanics of public policy development.

**Capabilities:** Developing the ability to critically evaluate the impact of a variety of types of AI systems on society and government and to sharpen a critical awareness of how best to structure and craft policy and strategic level solutions to significant societal risks and challenges.

**Attitude:** Comprehensive understanding and the development of effective solutions will require a solid philosophical approach, focusing on a robust desire to ensure clarification of problems, of sweeping away policy preconceptions and flexibility in detecting the optimum way to approach unfamiliar activity in traditional policy areas. A clear commitment to diligence and attention to detail will be essential for success in this field.

**Autonomy and responsibility:** The participant will be expected from the outset to demonstrate an aptitude for flexible and independent thought – irrespective of the task. Initiative and resourcefulness will be a hallmark of the approach to this course and clearly familiarisation with both foreign and scientific literature will, from time to time, be essential. Finally, participants will be required to prepare and deliver confident and informative briefings during the TTX phase, which will require that they fully understand the concept of the essential elements of information in support of decision-making in time-sensitive circumstances.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Introduction
- 11.2. The History, Development and Future of Artificial Intelligence
- 11.3. Data Centric Engineering: Algorithms and Black Boxes
- 11.4. AI and National Policy Planning and Regulation: Public and Private Considerations
- 11.5. The Future of Machine Intelligence and Law Enforcement: Slave, Master or Simply Biased?
- 11.6. Future Battlefields: Lethal Autonomous Weapons
- 11.7. Public Health and AI: Vaccine Development to Palliative Care Robots
- 11.8. The Law, Jurisprudence and the State: Responding to AI Innovations
- 11.9. The Malicious Use of AI: Networked Societal Vulnerability and Responses
- 11.10. TTX: 'The City Under Siege'

**12. The frequency of offering the subject/its position in the curriculum of the term: autumn or spring semester**

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Active class participation is required with 2 absences.

**14. Term assignments, testing knowledge:** Participants will have the opportunity to work both individually and in working groups, developing group risk assessments and policy options. This will clearly involve the preparation of formal briefings – including the use of power points. Additionally, each participant will be required to examine either a particular case study on policy development or risk assessment and offer a critique of its efficacy or lack of it. Finally, the participant will have the opportunity to role play during the simulated TTX.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Active class participation is required with 2 absences. Students are required to prepare and brief a power point presentation of either a risk assessment or policy option recommendations.

**15.2. Evaluation:**

Students get a 1-5 grade at the end of the semester based on the practical assignments 15.1.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Margaret Boden: AI: its nature and future, Oxford University Press, UK, 2016
2. Margaret Boden: Artificial Intelligence: A very short introduction, Oxford University Press, UK, 2018
3. Max Tegmark, Life 3.0: Being Human in the Age of Artificial Intelligence, Penguin, UK, 2018
4. Brian Christian: The Alignment Problem: How Can Artificial Intelligence Learn Human Values?, Atlantic Books, UK, 2021
5. Darrel M. West, Turning Point, Policy Making in the Era of Artificial Intelligence, Brookings Institution, Washington, 2021

**16.2. Recommended readings:**

1. Seth Frantzman, Drone Wars, Bombardier Books, UK, 2021
2. Andrew Ferguson, The Rise of Big Data Policing, NYU Press, USA, 2019
3. Jacob Turner, Robot Rules: Regulating Artificial intelligence, Palgrave Macmillan, UK 2018

Edinburgh, 14 November 2021

ANDREW DOLAN  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁDMTM08
- 2. Course title:** Attention, memory, and reasoning
- 3. Credit value and course structure:**
  - 3.1.** 2 credits
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Digital Media and Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Gábor KOVÁCS, PhD., associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (14 LEC + 0 SEM)
    - 7.1.2. Part time course: 4 (4 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: The topics of the course will be covered in the form of interactive lectures. Core elements of the classes include (1) the exploration of students' experiences and expectations about the topic, (2) the simulation/replication of major classic experiments, and (3) summarising and interpreting the results of such experiments, discussing practical implications. In this manner students obtain first-hand experience about the inner workings of their own minds, the natural limits of attention, memory, and reasoning processes, as well as a range of strategies available to enhance the efficiency of these processes.
- 8. The academic content of the subject:** Why do we forget what we once learnt? Is forgetting preventable? Why does our attention wander, sometimes even when we are trying to focus very hard? Why do we sometimes give the wrong answer to problems which seem utterly simple in hindsight? What circumstances may confuse our thinking? What happens in the mind when we make important decisions? Can our decisions be affected by factors we are not even aware of?

The objective the course is to familiarise students with the inner workings and natural limits of information processing in the human mind. In addition to the relevant theories, students gain first-hand experience of the phenomena being discussed by taking part in tasks that require them to exercise different modules of their cognitive architecture. Students enhance their self-knowledge by raising awareness of the mechanisms of human attention and memory systems, as well as the processes involved in reasoning, problem solving and decision making. The knowledge and skills acquired in this course can be effectively applied in all situations that require attentional focussing, multi-tasking, the acquisition of new material, or creative problem-solving. By the end of the course, the students also understand why people sometimes arrive at the wrong conclusions and make the wrong decisions (especially under time pressure), and what we can do to reduce the risk of such blunders to a minimum. The course integrates some of the most recent findings in cognitive science (e.g., regarding the effects of digital

technology), but the bulk of the course material is based on phenomena that already have a strong empirical basis and have been established in experiments conducted by several independent research groups.

## 9. Competences to be achieved:

**Knowledge:** The student is familiar with the key phenomena related to the workings of human attention and memory, as well as the dominant theoretical models explaining those phenomena; is familiar with the most common types of memory errors and their causes; is familiar with the most commonly occurring reasoning errors and their causes; has a general understanding of the key factors facilitating and hindering successful problem solving; understands the range of factors affecting human decision-making, and knows the circumstances that tend to bias people towards risk seeking and risk avoidance; can see the points of connection between laboratory research and everyday situations; can see the wide scope of applicability of research findings and theories in both professional and everyday contexts; connects the possibilities of application to the profile of his/her major study programme and his/her own professional career plans.

**Capabilities:** The student can optimise the circumstances when faced with tasks or situations that require attentional focussing or multi-tasking; can apply a range of learning strategies that have been shown to enhance the efficiency of coding and retrieval processes in long-term memory; can become aware of the key obstacles to correct reasoning and successful problem solving, and can minimise the effects of those obstacles in the context of specific tasks; can interpret and evaluate findings emerging from experimental research, and thus differentiate between scientific facts supported by strong empirical evidence and pseudoscientific misconceptions about the human mind.

**Attitude:** The student develops a general interest in the phenomena of the human mind; has the intention to apply the techniques and strategies demonstrated in the course in his/her future studies and professional life; has no unfounded scepticism towards the empirically-supported, robust phenomena of human cognition; has trust in the unbiased nature of cognitive research; appreciates the efforts made by the researchers in the field to produce objective findings and exclude rival interpretations; but – at the same time – can see the limitations of scientific theorising, especially the fact that our current theories can only summarise knowledge that is available today, and therefore will be inevitably modified to incorporate the new findings of future research.

**Autonomy and responsibility:** The student can autonomously apply the techniques and strategies presented in the course in order to enhance his/her attention, memory, reasoning, problem-solving and decision-making skills. With the assistance of a supervisor, the student will be able to find and explore academic literature that links cognitive phenomena to his/her own field of study, and to design an interdisciplinary research project for his/her thesis work.

## 10. Required previous studies: –

### 11. The syllabus of the subject:

- 11.1. Attention: The experience of concentrating – Focussed attention and the process of selection – What happens to unattended stimuli? – Models of attention – The cost of attention shifts – The role of cognitive load in selective attention – Multi-tasking and divided attention – Multi-tasking while driving: the phenomenon of inattention blindness – Visual attention and eye movements – The role of attention in social situations
- 11.2. Short-term memory: Types of memory – The modal model – Sensory memory – The duration and capacity of short-term memory – The phenomenon and significance of chunking – Can short-term memory skills be improved? – Chunking and expertise – The architecture of the working memory model – Resource management within working memory – The central executive and the importance of inhibiting irrelevant stimuli in learning
- 11.3. Long term memory: Retrograde and anterograde amnesia – The distinction between short and long term memory: experimental and neuropsychological evidence – The structure of long term memory: declarative and implicit memory systems – Episodic memory (events) – Semantic

memory (facts) – Procedural memory (skills) – The perceptual representation system (previously processed stimuli) – Processes of coding and retrieval in long term memory – Encoding specificity and state-dependent learning

- 11.4. Practice and learning: Research on learning strategies – Methods of deep processing – The importance of forming associations – Learning and testing conditions: the role of similarities – Organising the material – Serial ordering – Mnemonics – The quantity and distribution of time devoted to learning/practice – The optimal practice schedule – Modern educational apps based on cognitive research
- 11.5. Everyday memory: Things to do: prospective memory – Autobiographical memory – The significance of young adulthood: the reminiscence bump in autobiographical interviews – Events that stand out: flashbulb memory – Retrieval as a constructive process: the causes of memory errors – Pragmatic inference and schemata – Modifying memories by suggestions – Memory errors in eyewitness testimonies
- 11.6. Problem solving: Well-defined and ill-defined problems – The moment of insight and the “Aha!” experience – The distinction between insight and non-insight problems – Obstacles to successful problem solving: functional fixedness – Problem solving as a search process – Means-ends analysis – The effects of the problem’s congruence with our knowledge of the world – Prominent elements in the problem’s description – The phenomenon of analogical problem solving and why it often does not happen – The role of expertise in problem solving
- 11.7. Reasoning and decision-making: Deductive and inductive reasoning – From premises to a conclusion: categorical and conditional syllogisms – The difference between the truth of the conclusion and logical validity – Common reasoning errors: the atmosphere effect, belief bias, abstract vs. real-world formulations – A typical error in inductive reasoning: the confirmation bias – Ignoring the number of observations – Illusory correlations – Early, normative theories of decision-making – Prospect theory: risk seeking and risk aversion in decision-making – The framing effect and role of justifiability

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Absences must not exceed 2 classes; if a student misses 3 or more classes, he/she will not be able to complete the course. Absences caused by exceptional and verifiable circumstances which prevent the student from attending classes at the university for an extended period will be dealt with as exceptional cases. In such situations the student may negotiate with the instructor about the possibility of making up for the missed class(es) via additional assignments. Provided that the student can certify his/her absences with official documents, he/she may typically compensate for absences (exceeding the maximally allowed limit of 2 classes) by submitting an extra paper. The paper must review the academic literature on a specific topic, and its length must be between 5000–6000 characters (without spaces) per absence. The topic of the paper will be chosen by the student and the instructor from a list of options. The paper must summarise and compare at least four academic sources on the topic, must cite the sources in the text at the relevant points, and provide full bibliographic information about each source at the end of the paper in a list of references. The sources may be chapters in textbooks, handbooks, or edited volumes published by university presses or academic publishers, or articles published in academic journals. (Encyclopaedia entries – such as articles from Wikipedia or Britannica – cannot be accepted as sources.) The text must integrate the content of the sources reviewed, pointing out how the different approaches complement one another and identifying important points of connection between them. The paper must not consist of distinct sections, each being dedicated to a specific source; the structure of the paper must be determined by the major and minor themes being discussed, and the sources relevant to each theme must be compared and constructed in each section, drawing attention to both similarities and differences between relevant research findings and theories. Naturally, it is not a requirement that the student should provide a comprehensive overview of the chosen topic in such

a short paper: the student is free to limit the scope of the paper to a smaller set of phenomena and theories which he/she considers the most important or most interesting aspects of the broader topic. The instructor will provide textual feedback on the paper: while the paper will not be marked, the instructor will unequivocally indicate whether or not the student's work is acceptable as compensation for the extra absence(s).

#### **14. Term assignments, testing knowledge:**

The course is a series of interactive lectures, and therefore contains no regular tests or assignments during the study period. Nevertheless, students are required to participate in activities and discussions in classes.

#### **15. The exact conditions of testing knowledge, obtaining signature or credits:**

##### **15.1. The exact conditions of obtaining signature:**

The instructor's signature is obtained by meeting the attendance requirement (see section 13 above).

##### **15.2. Evaluation:**

Assessment will be based on the results of the written examination at the end of the term. The examination consists of four questions, of which the student must answer three, each in the form of a short essay of approximately one page in length. Each essay will be marked on scale of 0–10 points, and therefore the highest achievable total score equals 30 points. The criteria for marking the essays are as follows: (1) relevance, problem sensitivity, and critical thinking (0–3 points/essay), (2) accurate definitions and correct use of academic terminology (0–2 points/essay), (3) detailed discussion of relevant theories and research findings (0–3 points/essay), (4) the linguistic quality of the text (structure, style, grammatical accuracy, and spelling; 0–2 points/essay). If the student answers all four questions, the final score will be the sum of the three highest essay scores achieved. The final grade will be determined by the overall exam score as follows:

0–14 points: Fail (1)

15–18 points: Pass (2)

19–22 points: Satisfactory (3)

23–26 points: Good (4)

27–30 points: Excellent (5)

A question bank (consisting of four questions for each lecture) will be published before the examination, and all exams will consist of a selection of questions taken directly from this pool. The written examination will take place in the examination period. At least two dates will be announced for the examination, and therefore students can use the later date as an opportunity to improve the grade achieved on their first attempt.

##### **15.3. The exact conditions of obtaining credits:**

The student obtains credits by meeting the attendance requirements and achieving at least a Pass grade in the end-term written examination.

#### **16. Bibliography:**

##### **16.1. Compulsory readings:**

1. Goldstein, E. B. (2018). *Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.)*. Wadsworth Publishing. Chapters 4–8 and 12–13
2. Cohen, G., & Conway, M.A. (eds.) (2008). *Memory in the real world (3rd ed.)*. Psychology Press. Chapters 2–7.
3. Robertson, S. I. (2016). *Problem solving: Perspectives from cognition and neuroscience (2nd ed.)*. Routledge.

##### **16.2. Recommended readings:**

1. Eysenck, M. W. & Keane, M T. (2020). *Cognitive psychology: A student's handbook (8th ed.)*. Psychology Press. Chapters 5–8 and 12–14.
2. Davey, G. et al. (Eds.). (2008). *Complete psychology (2nd ed.)*. Hodder Education. Chapters 13, 14, and 16.
3. Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2020). *Memory (3rd ed.)*. Routledge.
4. Johnson-Laird, P. (2006). *How we reason*. Oxford University Press.

Budapest, 1st December 2023

Gábor KOVÁCS, PhD, associate professor  
Signed with his own hand

**CURRICULUM**

- 1. Course Code:** ÁEKMTE63
- 2. Course title:** Binnenmarktrecht
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Public and Private Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Kornélia KOZÁK, assistant lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Die Lehrveranstaltung beschäftigt sich mit den Grundfreiheiten des Europäischen Binnenmarktes. Behandelt und diskutiert werden die primär- und sekundärrechtlichen Regelungen, bzw. die Rechtsprechung des EuGH.
- 9. Competences to be achieved:**

**Knowledge:** Er/Sie kennt die Rechtsvorschriften und die Praxis.

**Capabilities:** Er/Sie kann die relevanten Rechtsvorschriften anwenden.

**Attitude:** Er/Sie arbeitet sowohl in Team, als auch selbstständig gerne.

**Autonomy and responsibility:** Er/Sie kann unter Kontrolle umfassende und komplexe Arbeit durchführen.
- 10. Required previous studies:** EU Public Law [ÁEKMTB01]
- 11. The syllabus of the subject:**
  - 11.1.** Die Herstellung des Binnenmarktes: Gemeinsamer Markt/Binnenmarkt (A belső piac kialakulása)
  - 11.2.** Allgemeines Diskriminierungsverbot (Diszkriminációtilalom)
  - 11.3.** Beschränkungsverbot (Az egyéb korlátozások tilalma)
  - 11.4.** Die 4-Grundfreiheiten (A „4 szabadság”-átekintés)
  - 11.5.** Die Warenverkehrsfreiheit-Zollunion (Az áruk szabad áramlása -Vámunió)
  - 11.6.** Die Warenverkehrsfreiheit-Verbot von mengenmäßigen Beschränkungen und Maßnahmen gleicher Wirkung (Az áruk szabad áramlása - Mennyiségi korlátozások és azzal azonos hatású

intézkedések)

- 11.7. Falllösung (Esetmegoldás)
- 11.8. Die Arbeitnehmerfreizügigkeit (A munkavállalók szabad áramlása)
- 11.9. Die Niederlassungsfreiheit (A letelepedés szabadsága)
- 11.10. Falllösung (Esetmegoldás)
- 11.11. Der freie Dienstleistungsverkehr (A szolgáltatásnyújtás szabadsága)
- 11.12. Falllösung (Esetmegoldás)
- 11.13. Der freie Kapital- und Zahlungsverkehr (A tőke szabad áramlása)
- 11.14. Falllösung (Esetmegoldás)
12. **The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
13. **Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Anwesenheitspflicht mit Rücksicht auf die im Punkt 13. angegebene Stundenzahl: 24 Stunden. (A 13. pontban meghatározott óraszámot tekintve 2 alkalom (összesen 4 óra) megengedett hiányzás.)
14. **Term assignments, testing knowledge:**  
Seminararbeit und deren Präsentation am Ende des Semesters. (A hallgatók egy esettanulmányt készítenek, melyet a félév végén prezentálnak.)
15. **The exact conditions of testing knowledge, obtaining signature or credits:**
  - 15.1. **The exact conditions of obtaining signature:**  
Teilnahme am Seminar, Seminararbeit und Präsentation. (Órai részvétel, esettanulmány készítése és annak bemutatása.)
  - 15.2. **Evaluation:**  
Seminarnote (gyakorlati jegy (GYJ) )
  - 15.3. **The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).
16. **Bibliography:**
  - 16.1. **Compulsory readings:**
    1. Haratsch/König/Pechstein: Europarecht (2016) ISBN 9783161545016
  - 16.2. **Recommended readings:**
    1. Frenz, Walter: Europarecht (2011) ISBN 9783642210181

Budapest, 5th January 2021

Dr. Kornélia KOZÁK, assistant lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code: ÁEETV27**
- 2. Course title:** Career planning and development in public service
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** Elective course in foreign language, MSC level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Csilla Paksi-Petró, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Public service is in increased competition to ensure quality workforce. Best employers structure career management process to demonstrate their commitment to employee development, which increase morale and engagement. By showing employees how their career objectives could fit within the organization's job roles and overall strategy, organizations may experience increased retention rates. The aim of the course is to sensitize and teach students the importance of people management practices in public service.

Career Planning and Development is the process of selecting career goals in public service, providing a path to those objectives, and taking personal steps to accomplish those goals. The other aim of this course is to help students plan, evaluate and choose the carrier that best suits their personality, skills and interest. Career development is the ongoing learning and goal-refining process that follow us continue to grow, necessary for the achievement of professional development goals.
- 9. Competences to be achieved:**

**Knowledge:** The students will learn that: career planning helps to prevent labor turnover; it guarantees a steady supply of promotable personnel; it contributes to increasing employee loyalty; it ensures that top management is aware of the caliber and capacity of personnel with the potential to advance; it promotes the growth and development of employees.

**Capabilities:** Students will be able to plan, evaluate and choose the carrier that best suits their personality, skills and interests. Students will also learn how to introduce, and operate career management systems in public service organizations.

**Attitude:** Students will be fully aware of the importance of career management in public service organizations. They will recognize, act, handle employment problems competently with this approach.

**Autonomy and responsibility:** Students tackle complex and special public administration human resource development issues and tasks largely independently and uses adequate resources for their solution.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Introduction. Ice braking. Warm up activities. Goal setting. Getting to know each other.
- 11.2. Basic knowledge of human resource development. Theoretical bases.
- 11.3. Basic concepts of carrier planning in public service. Theoretical bases and case studies.
- 11.4. Basic concepts of carrier development in public service. Theoretical bases and case studies.
- 11.5. Process of carrier planning and development in public service organizations. Practice.
- 11.6. Career dynamics and analysis. Practice.
- 11.7. Building the organizations' career development program.
- 11.8. Role and responsibility of the leaders in carrier planning and development.
- 11.9. Self-evaluation techniques. Analyzing current status and options. Self-development in small group.
- 11.10. Carrier goals, personal skills, mindset, personal values, action plans. Self-development in small group
- 11.11. Practices and solutions (eg. networking, resume, cover letter, and interviewing techniques).
- 11.12. Self-evaluation, consultation. I. Individual self-development with the guidance of the teacher.
- 11.13. Self-evaluation, consultation II. Individual self-development with the guidance of the teacher.
- 11.14. Summary.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The student must attend at least 75% of the lessons. Short/long-term absences can be compensated in justified cases (for example: medical case), which compensation is made according to individual discussion. The absence must be confirmed at the first lesson following the absence.

**14. Term assignments, testing knowledge:**

Active participation in the lessons, and completion of individual and group assignments, personal attitude.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Participation in the lessons (at least 75%, activity, participation, attitude).

**15.2. Evaluation:**

The evaluation is based on the active participation during the lessons.

**15.3. The exact conditions of obtaining credits:**

The condition for obtaining credits is obtaining a signature.

**16. Bibliography:**

**16.1. Compulsory readings:**

Steven Rook: The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment (Macmillan Study Skills), Palgrave, 2013.

**16.2. Recommended readings:**

Heather L. Krasna: Jobs That Matter: Find a Stable, Fulfilling Career in Public Service, CreateSpace Independent Publishing Platform, 2018.

Budapest, 1st December 2024

Dr. Paksi-Petró Csilla  
Signed with her own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁLLTV06
- 2. Course title:** Cas pratique en droit administratif
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Kitti POLLÁK, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course is in french. The course focuses on the realisation of the rules of administrative litigation in practice, after presenting the basic issues of administrative justice, such as its organization, powers and rules of procedure in international context. The subject deals with the Hungarian administrative procedural law and legal bases in the light of case law. In the course students discusses fundamental topics (such as the meaning of a fair procedure) which are Hungarian and international requirements regarding administrative procedures, administrative justice. It is important that students understand these essential topics, key issues of public administration and administrative litigation in practice.
- 9. Competences to be achieved:**

**Knowledge:** Is familiar with the systematic contexts, theories and the underlying conceptual system regarding the tasks, structure and functioning of the state.

**Capabilities:** Is capable working for the common good and public interest based on professional and human standards sustained through professional commitment. Is capable handling different issues in an interdisciplinary manner establishing a synthesis characteristic to the concepts of public governance.

**Attitude:** His/her personal attitude is characterized by: A comprehensive approach based on social, legal, economic and political science. Possessing the skills to recognize and handle problems competently, An intention to apply the comprehensive knowledge acquired systematically, Keeping the common good and public interest in mind. He/she cooperates with others in order to solve problems.

**Autonomy and responsibility:** He/she tackles complex and special public administration issues and tasks largely independently, and uses adequate resources for their solution. He/she can support his/her professional opinion and viewpoint independently in familiar decision-making scenarios.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. A közigazgatási bírászkodás alapfogalmai (Basics of administrative justice)
- 11.2. Nemzetközi kitekintés: A közigazgatási bírászkodás alapvető kérdései: a szervezet és hatáskör (International aspects: basic issues related to administrative justice: organization and competence)
- 11.3. Nemzetközi kitekintés: a közigazgatási peres eljárás szabályozása (International aspects: basic issues related administrative justice: regulation of administrative litigation)
- 11.4. Nemzetközi kitekintés: a jó közigazgatási eljáráshoz való alapjog (International aspects: right to good administration)
- 11.5. Tisztességes eljáráshoz való jog a bírói gyakorlatban (The right to a fair trial)
- 11.6. “Ésszerű idő” jelentése (Meaning of “reasonable time”)
- 11.7. Együttműködési kötelezettség a gyakorlatban (Obligation to cooperate in practice)
- 11.8. Eljárási szabályok betartásának fontossága (Importance of the respect of procedural rules)
- 11.9. Indokolási kötelezettség jelentősége a gyakorlatban (The importance of the duty to justify decisions in practice)
- 11.10. Jogorvoslathoz való jog a gyakorlatban (The realisation to right to legal remedy)
- 11.11. Közigazgatási szankciók kiszabásának gyakorlati aspektusai (Administrative sanctions in practice)
- 11.12. Közigazgatási per - Közigazgatási jogvita (Administrative litigation - Administrative dispute)
- 11.13. Közigazgatási peres eljárással kapcsolatos egyes gyakorlati kérdések (Case law related to the few basic legal institutions of the Hungarian Code on Administrative Justice)
- 11.14. Összegzés (Summary)

**12. The frequency of offering the subject/its position in the curriculum of the term: spring semester**

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások legalább 75 %-án részt venni. (kivéve: igazolt hiányzások)

**14. Term assignments, testing knowledge:**

Foglalkozásokon való részvétel, kiselőadás készítése

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A tanórákon részvétel a 14. pontban meghatározottak szerint és a 15. pontban foglalt kiselőadás készítése.

**15.2. Evaluation:**

Az értékelés: kollokvium ötfokozatú jeggyel. A vizsga formája: szóbeli.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

- 1. WALINE, Jean: Droit administratif, (26e édition), Dalloz, Paris, 2016.

**16.2. Recommended readings:**

Budapest, 5th January 2021

Dr. Kitti POLLÁK, PhD, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEETV12
- 2. Course title:** Coaching for Leadership Development in the Public Service
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Edit KAJTÁR, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Participative decision-making, self-awareness, integrity, motivation of subordinates, innovative thinking, resilience in a complex, volatile environment as well as high level interpersonal/communication skills. Cultivation of these skills is essential for the successful leaders of the 21st century. This course offers a platform for the participants to reflect on their leadership style, to detect their strength and to develop strategies in order to build capabilities across these vital competencies.
- 9. Competences to be achieved:**

**Knowledge:** The impacts influencing the state and is aware of the requirements of the effective functioning of the state. Knows the essential components of leadership as well as the main tools of leadership development.

**Capabilities:** Performing planning, strategic, analytical and managerial tasks systematically based on his/her professional competencies. Capable of recognising his/her own strengths and weaknesses.

**Attitude:** The need to deliver an outstanding performance in order to serve the public. Possessing the skills to recognize and handle problems competently. Committed to lifelong learning and self-development, quality-oriented, open- minded, conscious and self-reflective.

**Autonomy and responsibility:** He/she plans and carries out specific public administration activities independently. He/she supports the work of the subordinates of his/her division. Takes responsibility for decisions. Capable of self-monitoring, makes independent as well as creative development proposals. Strives for professional autonomy and authenticity.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**

- 11.1. Goal setting (SMARTER, PURE, CLEAR model)
- 11.2. Self-awareness (mapping personal strength as a leader)
- 11.3. 5 levels of leadership (Position, Permission, Production, Person Development, Pinnacle)
- 11.4. The coach leader I. (how using the coaching approach makes you a better leader)
- 11.5. The coach leader II. (GROW model, basic coaching skills)
- 11.6. Models for strategic thinking and managing group discussions (e.g. six-hats model)
- 11.7. Appreciation at the workplace. Feedforward.
- 11.8. Enhancing creativity, innovative thinking
- 11.9. Resilience at individual and team levels, stress management techniques
- 11.10. Effective time management techniques, productive habits
- 11.11. Interpersonal/communication skills
- 11.12. Presentation techniques
- 11.13. Evaluation

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A kurzus tréning jellege miatt az aktív részvétel elvárt. Méltányolható (orvosi, hivatali) indok esetén a maximálisan megengedett hiányzás 15%, mely esettanulmány készítésével pótolható.

**14. Term assignments, testing knowledge:**

A soronkövetkező alkalom munkáját előkészítő, azt könnyítő feladatok (pl. kapcsolódó cikk elolvasása).

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

15%-nál magasabb mértékű hiányzás esetén a kurzus nem kerül aláírásra.

**15.2. Evaluation:**

Aktív, konstruktív részvétel a kurzus teljes ideje alatt. 2 oldalas "Reflexiók" és saját akcióterv megküldése. Az érdemjegy az órai tevékenység és a Reflexiók beadandó átlaga.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. John Whitmore (2010): Coaching for Performance. Nicholas Brealey Publishing ISBN 9781857884098
2. Watkins, Michael D. (2013): The First 90 Days: Critical Success Strategies for New Leaders at All Levels. (Az első kilencven nap: Bevált stratégiák a gyorsabb és hatékonyabb beilleszkedéshez és előrelépéshez az üzleti életben) Harvard Business Review Press; Updated, Expanded edition, ISBN-13: 978-1422188613

**16.2. Recommended readings:**

1. Kelló Éva: Coaching alapok és irányzatok. Budapest, Akadémiai Kiadó, ISBN: 9789630595308
2. Brown, Brené (2015): Daring Greatly. (Bátran élni) Penguin, ISBN: 9780241257401;

3. H. Pink, Daniel (2010): Motiváció 3.0. HVG Könyvek, ISBN: 9789633040201

Budapest, 30th November 2022

Dr. Edit KAJTÁR, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEETV13
- 2. Course title:** Collision of Fundamental Rights
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Prof Dr. Attila KUN, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of this course to familiarize the students with structure and effects of the fundamental rights in a theoretical and practical sense also. During the course are attained the key definitions, the legal nature and the development of the fundamental rights. The main point of this course is the analysis of collision between these rights.
- 9. Competences to be achieved:**

**Knowledge:** He/she is aware of the principles of the rule of law, private law, and organization and leadership affecting public administration. He/she is capable of interpreting the processes affecting public administration in their context.

**Capabilities:** He/she applies the laws relevant to the case types.

**Attitude:** He/she is interested in handling the problems occurring during official law application.

**Autonomy and responsibility:** He/she has a sense of responsibility for the consequences of acting in official power.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Values and Fundamental Rights, Criteria for the Quality of Fundamental Rights.
  - 11.2.** The origins of fundamental rights. The idea of natural rights in the history of philosophy.
  - 11.3.** Categorisation of human rights. Absolute and qualified rights. Rights as trumps.
  - 11.4.** Universalism vs. cultural relativism. Critiques of human rights.
  - 11.5.** The Unity of Fundamental Rights, Different Levels of Fundamental Rights.

- 11.6.** The development of protection of fundamental rights in Europe. Fundamental Rights in the European Union.
- 11.7.** Confusing the protection of human rights in Europe – Strasbourg v Luxembourg?
- 11.8.** The Basis of Fundamental Rights; The human Dignity - Historical Approach,
- 11.9.** The Human Dignity in the Modern Law's Systems.
- 11.10.** Effects of Fundamental Rights: Direct versus Indirect Effect.
- 11.11.** Collision of Fundamental Rights: Real and Bogus Collision.
- 11.12.** The Right to Life, Liberty and Security of Person.
- 11.13.** Renunciation of Fundamental Rights. Right to Freedom of Opinion and Expression.
- 11.14.** Rights to Freedom of Association. Requirements of Equal Treatment.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Az előadásokon/szemináriumokon való részvétel kötelező, három hiányzás fogadható el.
- 14. Term assignments, testing knowledge:**  
A szorgalmi időszak során az zárthelyi dolgozat írására nem kerül sor, az ismeretek ellenőrzése a hallgatók számára feltett kérdések és órai feladatok teljesítése során történik.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
A 14. pontban megfogalmazott követelmények teljesítése képezi az aláírás feltételeit.
- 15.2. Evaluation:**  
Az értékelés megszerzésének feltétele a tantárgyi programból választott, valamely téma beadandó dolgozat formájában történő feldolgozása.
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Patyi András: Protecting the Constitution (The Characteristics of Constitutional and Judicial Review in Hungary 1990-2010) Passau: Schenk Verlag, 2011.;
  2. Schanda Balázs, Varga Zs. András, Csink Lóránt (eds.): The Basic Law of Hungary: A First Commentary (Dublin: Clarus Press, 2012)
- 16.2. Recommended readings:**
1. Henry Shue: Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy (Princeton: Princeton University Press, 1980); Fernando R. Teson: International
  2. Human Rights and Cultural Relativism in Patrick Hayden (ed.), The Philosophy of Human Rights (Paragon House, St. Paul, 2001), pp. 379-393.; Wesley N. Hohfeld:
  3. Some Fundamental Legal Conceptions as Applied in Judicial Reasoning, 23 Yale Law Journal 16 (1913)

Prof. Dr. Attila KUN, PhD, professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁTKTM15
- 2. Course title:** Communication and media appearances in the public governance
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Lilla Dalma Dominek, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (0 LEC + 14 SEM)
    - 7.1.2. Part time course: 4 (0 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (0 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The subject seeks to improve students' communication and media awareness: their personal communication skills, their organizational communication skills, and their knowledge of public service communication. The goal is to be able to recognize if the cause of dysfunctional operation is of a communicative nature, notice possible barriers, blocks, and recognize their potential for intervention. Another goal is to be able to represent the organization in different forums, typical of the public administration, and in the media, to make their conversation partner, a particular target group or audience more conscious and effective.
- 9. Competences to be achieved:**

**Knowledge:** They will be able to see what they need to plan their social campaigns, they will be aware of the concept, genre, elements of the crisis scenario, the most important steps in organizing and conducting board and committee meetings.

**Capabilities:** Students develop their personal - verbal, nonverbal and written - communication skills, conflict management skills, and negotiation skills.

**Attitude:** They are consciously using the meaning of communication.

**Autonomy and responsibility:** Communicates responsibly, knowing his or her rights and the limits of these rights.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** A közigazgatási kommunikáció fogalma, területei, céljai és célcsoportjai. A célcsoportok elérésének eszközei.
  - 11.2.** Kommunikációs helyzetek a közigazgatásban: részvételi folyamatok tervezése.

- 11.3.** A hatáskeltés eszközei a társadalmi kommunikációban. A célcsoportközpontú kommunikáció.
- 11.4.** Jellegzetes kommunikációs alaphelyzet a közigazgatásban: a tárgyalás. A tárgyalás fő típusai, stratégiái, taktikái. A tárgyalás menete, szakaszai, logikai-rationális és pszichológiai síkjai.
- 11.5.** Kommunikációs háttér munka: a közigazgatás online kommunikációs fejlesztése, innováció az online kommunikációban.
- 11.6.** Szervezeti médiakommunikációs feladatok a közigazgatásban: sajtókapcsolatok hagyományos és új médiafelületeken (sajtótájékoztató, sajtóanyag, médiafigyelés, médiaelemzés).
- 11.7.** Szervezeti médiakommunikációs feladatok a közigazgatásban: állampolgárok felé irányuló kommunikáció tervezése. Jó gyakorlatok elemzése. Hatásvizsgálatok módszerei.
- 11.8.** Rendhagyó kommunikációs helyzetek kezelése: válságkommunikáció.
- 11.9.** Személyes kommunikációs kihívások beazonosítása, feloldási és kimeneti lehetőségek megismerése.
- 11.10.** Felkészülés médiaszereplésre: a hangzás, a látvány és a tartalom összhangja a médiakommunikációban, gyakorlat és elemzés a tréningfeladatok megoldása során.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Követelmény a tanórákon történő részvétel. A hallgató köteles a foglalkozások legalább 75%-án részt venni. Az elfogadható hiányzások mértéke 25%, az e feletti távolmaradás esetén a tantárgy oktatója által meghatározott feladatot szükséges teljesíteni.
- 14. Term assignments, testing knowledge:**
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
A gyakorlati foglalkozásokon való aktív részvétel: 50%; Prezentáció: 50%
- 15.2. Evaluation:**  
gyakorlati jegy (GYJ)
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Antal Zsolt (2018): Factors Affecting the Performance of Public Service Communication. Vezetéstudomány/Budapest Management Review Vol. XLIX Issue 2018.4
  2. Kimble, Joseph (1995): Answering the Critics of Plain Language. The Scribes Journal of Legal Writing. Lansing.
  3. Strandvik, Ingemar (2016): Plain Language in Sweden. In. Bence György szerk.: A Pontos fogalmazás művészete. Clear Writing. Budapest, Magyar Nyelvstratégiai Intézet. 48-72. pp.
- 16.2. Recommended readings:**
1. Nuorijarvi, Pirrko – Stickel, Gerhard (2015): Language use in public administration. Theory and Practice in European States. Budapest, Research Institute for Linguistics Hungarian Academy of Sciences.

Lilla Dalma DOMINEK PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁLLTV07
- 2. Course title:** Comparative Administrative Law
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. László VÉRTESY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** After a detailed introduction to administrative comparisons, the course deals with comparing large organizational solutions, public service models, and, in part, procedural and technical aspects. Here it examines aspects that make it possible to compare the structure and operation of individual administrations. This is followed by a presentation of some of the major and dominant administrative models within and outside Europe (eg, US and BRICS states).
- 9. Competences to be achieved:**

**Knowledge:** The student learns the basics and aspects of the international comparative method and gets to know the administrative systems of other countries.

**Capabilities:** He will be able to analyze the administrative systems of other countries and to steer reforms.

**Attitude:** He is open to the organization and administrative system of other countries. The course reinforces the need for comparative advantages.

**Autonomy and responsibility:** He makes his own statements and insights about the administrative systems of other countries.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Conceptual introduction - peculiarities of administrative comparisons. Scientific workshops on administrative comparisons.
  - 11.2.** Measurability of public administration and comparison

- 11.3. Organizational characteristics of public administration - aspects of comparison
- 11.4. Major trends in the operation of public administration - procedural issues, logistical background, etc.
- 11.5. Personnel systems in the administration
- 11.6. The Anglo-Saxon model in public administration: solutions of Great Britain and the states under its influence
- 11.7. US Administration
- 11.8. The French model: France and other countries. Similarities and differences.
- 11.9. The German model. Administrations of Scandinavian and Baltic States
- 11.10. Russian and Soviet administrative traditions. Administration of the Russian Federation. Post-Soviet countries.
- 11.11. Features of Public Administration in the Far East
- 11.12. Special features of the Latin American states, with particular reference to Brazil
- 11.13. The issue of acculturation in public administration, the problems of hybrid solutions
- 11.14. Summary and signing

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a tréningfoglalkozások legalább 70%-án részt venni. A rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható, amely pótlás egyéni megbeszélés szerint történik. A távollétet a hiányzást követő első foglalkozáson kell igazolnia. A hiányzás esetén a hallgató köteles az előadás anyagát beszerezni, abból önállóan felkészülni

**14. Term assignments, testing knowledge:**

A tanulmányi munka alapja az előadások látogatása, az előírt olvasmányok ismerete, aktív órai részvétel, a félév során egy dolgozat elkészítése és annak prezentálása. Az oktató az alábbi szempontok mentén értékeli a beadott és előadott anyagot 1-5-ig terjedő skálán: szakmaiság, szaknyelv alkalmazása, felkészültség, tájékozottság, reflektivitás szintje.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a meghatározott arányú részvétel a foglalkozásokon és a félévközi feladatok legalább elégséges teljesítése.

**15.2. Evaluation:**

A félév értékelése kollokvium – írásbeli vizsga. A Tanszék felkészülési kérdéseket ad ki. A vizsga tartalmát az előadáson elhangzottak és az alább felsorolt kötelező és ajánlott irodalmak anyagai képezik. A vizsgadolgozat értékelése szummatív: 0-50% - elégtelen, 51-70% - elégséges, 71-80% - közepes, 81-90% - jó, 91-100% - jeles.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Chandler, J.A. (ed.): Comparative Public Administration. Routledge, London, 2014.

**16.2. Recommended readings:**

1. Balázs István: A közigazgatás változásai Magyarországon és Európában a rendszerváltástól napjainkig. Debrecen, Debreceni Egyetemi Kiadó, 2011.
2. Lőrincz Lajos: Összehasonlítás a közigazgatásban. In: Közigazgatás az Európai Unió tagállamaiban. Összehasonlító közigazgatás. Szerk.: Lőrincz Lajos, Unió, Budapest, 2004.
3. Szamel Katalin - Balázs István - Gajdusчек György - Koi Gyula: Az Európai Unió tagállamainak a közigazgatása. Complex, Budapest, 2011.

Budapest, 5th January 2021

Dr. László VÉRTESY, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁTKTM16
- 2. Course title:** Conflicts and communication
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Andrea BAJNOK, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (0 LEC + 14 SEM)
    - 7.1.2. Part time course: 4 (0 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (0 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Participants of the course give feedback and receive their own collaboration, conflict management and communication skills. A central part of the exercises is to raise awareness of the characteristics of intra-group collaboration and the importance of personal input, and to demonstrate the benefits of group problem-solving. Students reflect on their individual behaviors and coping strategies, and develop their self-awareness through their reactions and emotions in each situation. Participants will learn about the types of conflicts within a group and how to deal with them, with particular emphasis on resistance, competition and cooperation. We primarily focus on learning and practicing communication techniques that support collaboration, understanding the other's point of view, and constructive confrontation with one another.
- 9. Competences to be achieved:**

**Knowledge:** He/She is familiar with the concepts of ethical and effective leadership and leadership skill development.

**Capabilities:** is capable of locating and explicitly demonstrating the prevailing social values and its changes; understanding and creatively managing hostile situations arising from conflicting interests. Managing stress and conflicts at a professional level, including intercultural conflicts; also monotonous work. . Managing conflict situations using successful negotiation and cooperation skills.

**Attitude:** His/her personal attitude is characterized by making decisions independently and responsibly in work-related and social conflict situations , and representing the interests of those he/she is responsible for consistently.

**Autonomy and responsibility:** To organise his/her work and that of his/her inferiors with autonomy, responsibility and respect for official means in line with his/her position in the

organisation.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Individual benefits and potential losses of collaboration and competition.
- 11.2. Changes in group roles, group norms.
- 11.3. Cooperation and performance: individual characteristics, promotion of the possibility of cooperation.
- 11.4. Addressing the difficulties of non-cooperation with communication techniques: understanding attention, self-message and confrontational self-message.
- 11.5. Types and extent of conflicts. Social tools of conflict resolution.
- 11.6. Alternative ways of conflict resolution.
- 11.7. Possibilities to resolve value and interest conflicts.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The student is required to attend at least 75% of the sessions. In case of absence, the personal presence may be replaced by individual work, a paper to be submitted or an oral report.

**14. Term assignments, testing knowledge:**

The student is evaluated on the basis of the preparation and presentation of a reflection paper related to the topics defined in point 11. The length of the reflection paper is at least 5,000 characters (with spaces), which must be sent to the instructor electronically no later than 7 days before the end of the term. The instructor evaluates the thesis and presentation according to the following aspects: professionalism, reflexivity. The rating is five-grade: insufficient (below 60%), sufficient (61% - 70%), moderate (71% -80%), good (81% -90%), excellent (91% -100%). In the case of replacement or less than 61%, the opportunity for repair should be provided once during the term.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Obtaining the signature is subject to participation in the classes as set out in point 13 and at least satisfactory completion of the mid-term assignment specified in point 14.

**15.2. Evaluation:**

Method and form of mid-term assessment: a practical mark consisting of successful completion of mid-term assignments

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

- 1. Meredith Belbin: Management Teams (Why They Succeed or Fail). Heinemann Professional Publishing, Oxford, 1981. ISBN 043490127X
- 2. Patrick Lencioni: The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues. Jossey-Bass, 2016. ISBN: 978-1-119-20959-1

**16.2. Recommended readings:**

1. Strasser, Freddie-Randolph, Paul: Mediation, A Psychological Insight into Conflict Resolution. Bloomsbury Publishing Plc, 2004. ISBN 10: 0826475035 ISBN 13: 9780826475039

Budapest, 1st December 2023

Dr. Andrea BAJNOK, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁAÖKTV19
- 2. Course title:** Constitution and state-building
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Constitutional and Comparative Public Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Júlia Marianna TÉGLÁSINÉ KOVÁCS, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Presentation of the statebuilding process and constitution-making after crisis, with historical perspective, and knowledge of present trends too.
- 9. Competences to be achieved:**

**Knowledge:** Knowledge of the statebuilding process and post crisis constitution-making, with historical perspective and actual trends.

**Capabilities:** Analytical and comparative skills.

**Attitude:** Practical skills with the focus on the trends and procedures.

**Autonomy and responsibility:** Autonomy and responsibility in the work.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Introduction to the terminology and comparative law.
  - 11.2.** Forms of colaps of state and statebuilding.
  - 11.3.** Foreign assistance in the statebuilding and constitution making in the 19th century (Balkan states). Main models, dilemmas, forms.
  - 11.4.** Constitution making after WWI. Different situations and models.
  - 11.5.** Constitution making after WWII. (1945) in Germany and Japan. Role of foreign actors. Results and dilemmas.
  - 11.6.** The UN and peace/state building. The capacities, models, organs etc. Assistance in the decolonisation and post-colonial state building (e. g. Congo, West Irian etc.)

- 11.7.** Post-communist transition and constitution making. Westernization and globalization in the constitutional law.
- 11.8.** Ethnic conflicts after 1989 in Europe. War in the former Yugoslavia.
- 11.9.** Dayton and peacebuilding and constitution making in Bosnia-Herzegovina.
- 11.10.** Case of Kosovo between 1999 and 2008.
- 11.11.** East-Timor - parallels with Kosovo.
- 11.12.** Afganistan, Iraq etc. dilemmas, trends, problems.
- 11.13.** Conclusions, first test.
- 11.14.** Evaluation. Second test.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Participation at least on the 75 % of lectures.
- 14. Term assignments, testing knowledge:**  
Writing essay, seminar work, discussions.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
Participation at least on the 75 % of lectures.
- 15.2. Evaluation:**  
Essay writing during semester and test (2 weeks before exam period)
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Günter Frankenberg (Ed.): Order from transfer. Comparative Constitutional Design and Legal Culture. Edward Elgar. Cheltenham - Northampton, 2013. Simon Chesterman - Michael Ignatieff - Ramesh Thakur (Eds.): Making states work: State failure and the crisis of governance. UN University Press, Tokyo - New York - Paris, 2005.
- 16.2. Recommended readings:**
1. Oxford Handbook of Comparative Constitutional Law. Eds. Michel Rosenfeld - András Sajó. Oxford University Press. Oxford, 2012. ,
  2. Edward Newman - Roland Rich (Eds.): The UN role in promoting democracy. Between ideals and reality. UN University Press, Tokyo - New York - Paris, 2004.

Budapest, 5th January 2021

Dr. Júlia Marianna TÉGLÁSINÉ KOVÁCS, PhD, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁKKTE117
- 2. Course title:** Contemporary public policy challenges and sustainable responses
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Governance and Public Policy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Márton GELLÉN, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Students receive the necessary conceptual framework to understand contemporary policy challenges in a way that would enable them to draw further consequences in either practical life as public policy decision makers or as researchers of the field. Education is carried out in a polemic, thought-provoking style. All students must prepare their own research project in a written format to complete this course. All written and oral communications during classes or in connection with the classes are in English language
- 9. Competences to be achieved:**

**Knowledge:** Students learn separate phenomena with public policy relevance from irrelevant matters through a set of public examples. The course makes students familiar with the moral, symbolic and sustainability issues of certain important public policy matters.

**Capabilities:** Students get acquainted with A hallgatók szert tesznek a napi közpolitikai fejlemények kortárs elemzésével kapcsolatos készségekre.

**Attitude:** Students practice establish cognitive relation with external reality in narrower, wider and systemic perspectives.

**Autonomy and responsibility:** Students experience themselves in group work and in honestly confront their opinions while being able to advocate for their common positions.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Sustainability as a principle for governance: composition of moral, social, economic and environmental elements.
  - 11.2.** Contemporary governance challenges and the role of state after the fall of the iron curtain.

- 11.3. Economization of social science while consumerization of common culture. The emergence of “corruption culture”.
- 11.4. Pursuit for common good. Common good in a culture built on individual success.
- 11.5. The legal notion of the person and the family. Relativizing of the person, life and death.
- 11.6. Full education in a free society.
- 11.7. The changing face of inequality and forms of poverty.
- 11.8. Reflections on the role of work in the society. Labor policy strategies on employment.
- 11.9. Health and well-being in contemporary Britain and Hungary.
- 11.10. Ageing society, its roots, consequences and policy.
- 11.11. Pension reforms in Hungary and in the region. Social consequences of transition in the Central and Easter European region.
- 11.12. Public life: representative democracy, civic participation, access for information.
- 11.13. Migration: problem, benefit or crisis?
- 11.14. The global culture as a policy paradigm.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
A tantervben meghatározottak szerint.

**14. Term assignments, testing knowledge:**

Két zárthelyi dolgozat, legalább két tanulócsoporthban elkészített házi feladat, amennyiben a csoportlétszám nem haladja meg a 20 főt.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az órákon való aktív részvétel, az órákon kiadott házi feladatok végrehajtása. Legfeljebb két hiányzás lehetséges.

**15.2. Evaluation:**

Vizsgán való eredményes részvétel vagy megajánlott jegy, amennyiben az órai teljesítmény ezt lehetővé teszi.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. John Sentamu: On Rock or Sand? Firm Foundations for Britain’s Future. SPCK Publishing, London, UK, 2015 ISBN: 978-0281071746; Duncan B. Forrester: Christian Justice and Public Policy. Cambridge University Press, Cambridge, UK, 1997. ISBN: 0521 55611 2

**16.2. Recommended readings:**

1. Michael W. McConnell, Robert F. Cochran, Jr. and Angela C. Carmella (editors): Christian perspectives on legal thought. Yale University Press, New Haven, USA, 2001. ISBN: 978-0-300-08750-5
2. Christian Smith (editor): The Secular Revolution. Power, Interests and Conflict in the Secularization of American Public Life. University of California Press, Berkeley and Los Angeles, CA, 2000. ISBN: 0520 93862 3

Angeles, California, USA, 2003. ISBN: 978-0-520-23561-8 pp. 1-96

Budapest, 5th January 2021

Dr. Márton GELLÉN, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code: ÁKIBTV001**
- 2. Course title: Cybersecurity in Public Service (BIP)**
- 3. Credit value and course structure:**
  - 3.1.** 3 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** Optional course at BA and MA levels at the Faculty of Public Governance and International Studies
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Cybersecurity and e-Government
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Biró Gabriella, assistant lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: ( LEC + SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: The subject belongs to the ERASMUS Blended Intensive Program of the InHolland University, University of Osijek and LUPS. The course will be delivered online and in a block-attendance format with the participation of Hungarian and international academics.
- 8. The academic content of the subject:**

The subject belongs to the ERASMUS Blended Intensive Program of the InHolland University, University of Osijek and LUPS.

Theory of cyberspace; boundaries, assets and systems and networks of cyber space. Critical infrastructures and critical information infrastructures. Cyber threats and challenges and the possible protection against them. Elements of complex cyber security. National and international regulation and standards on cyberspace. Critical intersection of data protection, cybersecurity, and the advancements in artificial intelligence (AI), addressing the regulatory challenges and frameworks shaping these domains within the European Union. Cybersecurity and the Rule of Law: The necessity to constrain, through regulation, the exercise of power by both public and private entities interacting in the aterritorial cyberspace to prevent the infringement of privacy, human rights and fundamental freedoms.
- 9. Competences to be achieved:**

**Knowledge:** He/She is familiar with the applicability of international law in cyberspace. He/She is familiar with the defence solutions against cyberattacks. He/She is familiar with the cybersecurity system of the state.

**Capabilities:** He/She is capable of having an overview of the special legal status of cyberspace. He/She is capable of applying international law applicable for cyberspace in case of cyberattacks to the necessary extent.

**Attitude:** A commitment to public service, working and behaving in a responsible and tolerant way.

**Autonomy and responsibility:** To organise his/her work and that of his/her inferiors with autonomy, responsibility and respect for official means in line with his/her position in the organisation.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Introduction to Cybersecurity
- 11.2. The evolution of the cyberspace threat environment
- 11.3. The development of the information security
- 11.4. Cybersecurity profession from the prehistory of computing
- 11.5. Information security protection models
- 11.6. Cybersecurity Management
- 11.7. Cybersecurity in biometric technology
- 11.8. Cybersecurity in migration management
- 11.9. Cybersecurity and the Rule of Law
- 11.10. EU Regulation of Data Protection and Cybersecurity
- 11.11. Case studies on AI Act
- 11.12. Prevention of privacy, human rights and fundamental freedoms
- 11.13. Cybercrime
- 11.14. Semester closing test

**12. The frequency of offering the subject/its position in the curriculum of the term:**

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The requirement is to attend classes. The rate of acceptable absences is 25% for full-time and one day for part-time. In case of absence over the limit, it is necessary to complete a task specified by the subject instructor, which means watching and processing lectures related to the topic available on the Internet and write a summary about it.

**14. Term assignments, testing knowledge:** During the semester closing test, the content of the semester is tested in the form of a multiple-choice test in the university's Moodle system.

**15. The exact conditions of testing knowledge, obtaining signature or credits:** Mid-term mark, five-level evaluation. The mid-term mark is based on the sum of the points collected during the semester and the points of the semester closing test.

**16. The evaluation has five levels:** insufficient (below 60%), sufficient (61% -70%), medium (71% - 80%), good (81% -90%), excellent (91% -100%). In the case of a result below 61%, a correction opportunity must be provided before the end of the semester, once.

**16.1. The exact conditions of obtaining signature:** Participation in classes as defined in point 14, collection of at least 50% of Kahoot points that can be earned during the semester and successful writing of semester closing test.

**16.2. Evaluation:** midterm evaluation

**16.3. The exact conditions of obtaining credits:** The requirement for earning credits are obtaining the signature and passing the exam.

**17. Bibliography:**

**17.1. Compulsory readings:**

- Katharina Ziolkowski (ed.), Peacetime Regime for State Activities in Cyberspace. International Law, International Relations and Diplomacy, NATO CCD COE Publication, Tallinn 2013. ISBN: 9789949921171
- Singer, P. W., Friedman, Allen: Cybersecurity and Cyberwar: What Everyone Needs to Know. Oxford University Press, 2014. ISBN: 0199918112.

**17.2. Recommended readings:**

- Brown, Lawrie, Stalling, William: Computer Security: Principles and Practice, Pearson, 2018. (4th Edition) ISBN: 9780134794105;
- Anna Molnár, Balázs Mártonffy (Eds.): Cyberdiplomacy (under release)

Budapest, 1st December 2024

Biró Gabriella, assistant lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNKDV03
- 2. Course title:** Desafíos de seguridad en Iberoamérica  
**English Course title:** Security challenges in Ibero-America
- 3. Credit value and course structure:**
  - 3.1.** 2 credits
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Relations and Diplomacy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Thomázy, Gabriella, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: El curso incluye lecturas recomendadas, pódcast y materiales audiovisuales que permiten profundizar en temas, como, por ejemplo: la migración, el crimen organizado, los derechos humanos, y la seguridad cibernética y climática en Iberoamérica. También se utilizarán películas y documentales seleccionados para fomentar la reflexión crítica. Al final de cada clase, se reservarán 15 minutos para una discusión grupal guiada. El objetivo de estas discusiones es fortalecer el pensamiento crítico, la capacidad de argumentación y el diálogo académico entre los participantes.
- 8. The academic content of the subject:** Este curso ofrece una introducción al estudio de los desafíos contemporáneos de la seguridad regional en Iberoamérica, abordando los principales enfoques teóricos de los estudios de seguridad, así como herramientas metodológicas, fenómenos complejos relacionados con la violencia, el crimen organizado, la migración, la seguridad climática y las nuevas amenazas, como la ciberseguridad, entre otras. El programa se enfoca en aplicar de manera crítica marcos teóricos y metodológicos al análisis de casos empíricos en América Latina, España y Portugal, con el objetivo de desarrollar en los estudiantes habilidades analíticas, comparativas y reflexivas.
- 9. Competences to be achieved:**

**Knowledge:** Al finalizar el curso, los estudiantes contarán con conocimientos amplios y estructurados sobre los principales retos de la seguridad regional en Iberoamérica, así como sobre los enfoques teóricos y metodológicos de los estudios de seguridad.

**Capabilities:** El curso permite a los alumnos desarrollar su capacidad para realizar análisis comparativos de fenómenos relacionados con la seguridad y pensar de manera crítica. Mediante proyectos en grupo, los alumnos aprenden a sintetizar información, aplicar herramientas

metodológicas y trabajar en equipo. Además, presentar argumentos de forma clara en español, lo que favorecerá el aprendizaje colaborativo entre estudiantes con distintos niveles de dominio del idioma y hablantes nativos.

**Attitude:** Se espera que los estudiantes mantengan una actitud abierta y reflexiva frente a los diferentes enfoques teóricos, los contextos regionales y las perspectivas culturales. El curso fomenta el respeto, el diálogo académico y la sensibilidad hacia la diversidad social, política y cultural de Iberoamérica.

**Autonomy and responsibility:** Al finalizar el curso, los alumnos serán capaces de aprender de forma autónoma, estudiar y trabajar la bibliografía recomendada, escuchar pódcast, y participar activamente en trabajos en equipo. Promueven el uso del español como lengua de trabajo.

**10. Required previous studies: –**

**11. The syllabus of the subject:**

- 11.1. Introducción al curso. ¿Qué entendemos por seguridad en Iberoamérica? Teorías de seguridad.
- 11.2. Metodología: enfoques cualitativos y cuantitativos.
- 11.3. Crimen organizado I.
- 11.4. Crimen organizado II.
- 11.5. La migración como desafío de seguridad.
- 11.6. Populismo, autoritarismo y seguridad.
- 11.7. Seguridad, desigualdad y conflicto social.
- 11.8. Seguridad climática y ambiental.
- 11.9. Ciberseguridad y nuevas amenazas
- 11.10. Estudios de casos.
- 11.11. Presentación de los proyectos.
- 11.12. Presentación de los proyectos.

**12. The frequency of offering the subject/its position in the curriculum of the term:** semestre de otoño (1. semestre) / electivo

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Se debe asistir al menos al 60 % de las clases. Las condiciones para aprobar son la realización de un examen escrito y la participación en un proyecto. Los estudiantes con un horario reducido deben realizar un examen escrito y elaborar un proyecto de forma independiente. En caso de más del 60 % de ausencias, se exigirá la elaboración de un proyecto adicional de forma independiente.

**14. Term assignments, testing knowledge:**

Los estudiantes deben completar un examen escrito. La calificación se basará en la siguiente escala: de 60 a 69 %, nota 2; de 70 a 79 %, nota 3; de 80 a 89 %, nota 4; y de 90 a 100 %, nota 5. Estudiantes con autorización especial: se aplican los mismos requisitos y la prueba escrita debe completarse al final del semestre. La evaluación seguirá la misma escala de calificación. Asimismo, los estudiantes deberán desarrollar un proyecto de presentación sobre un desafío de seguridad en Iberoamérica. Estudiantes en modalidad presencial: presentación grupal (2-3 estudiantes). Duración: 15–20 minutos, con PowerPoint o similar. Estudiantes con autorización especial: presentación individual, consistente en una presentación en PowerPoint o similar. La presentación de PowerPoint deberá grabarse en vídeo y subirse a Moodle. Duración: 10-15 minutos.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

La condición para obtener la firma es la participación en las clases en la proporción especificada en el punto 13 y la realización, como mínimo, satisfactoria de las tareas semestrales especificadas en el punto 14.

### 15.2. Evaluation:

Los alumnos deben realizar una prueba escrita. La evaluación se realiza según la siguiente escala: 60-69 %: 2; 70-79 %: 3; 80-89 %: 4; 90-100 %: 5. Estudiantes con horario reducido: se les aplican los mismos requisitos y deben realizar la prueba escrita al final del semestre. La evaluación es la misma. Además, los estudiantes deben elaborar un proyecto en grupo sobre los retos de seguridad en América Latina. Estudiantes con horario regular: presentación en grupo (2-3 estudiantes). Duración: 15-20 minutos, presentación en PowerPoint o similar. Estudiantes con horario reducido: presentación individual, PowerPoint o similar. La presentación en PowerPoint debe grabarse en formato de vídeo y subirse a la plataforma Moodle. Duración: 10-15 minutos.

### 15.3. The exact conditions of obtaining credits:

El requisito para obtener los créditos es obtener la firma y una calificación mínima de suficiente (2) en la evaluación de la prueba y el proyecto.

## 16. Bibliography:

### 16.1. Compulsory readings:

1. Schaefer, Richard T. 2016. *Sociology: A Brief Introduction* (12th Edition). McGraw-Hill Education. Chapter 7. Deviance, Crime, and Social Control
2. Peciña-López, Daniel & Sofía del Castillo. 2023. Acción climática y Acuerdo de París: el rol de las ciudades de América Latina y el Caribe. <https://www.iadb.org/es/blog/desarrollo-urbano-y-vivienda/como-pueden-las-ciudades-de-america-latina-y-el-caribe-impulsar-la-accion-climatica>
3. UNICRI. 2024. El nexa entre la delincuencia organizada transnacional y el terrorismo en América Latina - septiembre 2024. United Nations Interregional Crime and Justice Research Institute. <https://unicri.org/el-nexo-entre-la-delincuencia-organizada-transnacional-y-el-terrorismo-en-america-latina-septiembre-2024>

### 16.2. Recommended readings:

1. Bonilla-Silva, E. 1997. Rethinking Racism: Toward a Structural Interpretation. *American Sociological Review*, 62(3), 465–480. <https://doi.org/10.2307/265731>
2. Fuentes de reportes, estadísticas e índices en español e inglés:  
Global Organized Crime Index. <https://ocindex.net/>  
InsightCrime: <https://insightcrime.org/>  
IPCC. Climate Change & Security <https://www.ipcc.ch/>  
EU Cybersecurity Agency (ENISA) <https://www.enisa.europa.eu/>  
Frontex. <https://www.frontex.europa.eu/?etrans=es>  
Portal de datos sobre migración: Migración por temas <https://www.migrationdataportal.org/es/themes-list>  
UNODC. Global Homicide Study <https://www.unodc.org/unodc/en/data-and-analysis/global-study-on-homicide.html>
3. Pódcast: InsightCrime - Artículos en audio: <https://insightcrime.org/es/audio-desde-el-terreno/>
4. Pódcast: Narcosistema con Anabel Hernández <https://podcasts.apple.com/sk/podcast/narcosistema-con-anabel-hernandez/id1760070312>
5. UNODC. Módulos teóricos en español e inglés: Crimen Organizado, Trata de Personas, Ciberdelincuencia, Lucha contra el terrorismo: <https://www.unodc.org/cld/es/education/tertiary/index.html>  
<https://www.unodc.org/cld/en/education/tertiary/index.html>

Dr. Thomázy, Gabriella PhD, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEETV14
- 2. Course title:** Digitalization and labour law
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Attila KUN, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Modern technologies, automation and digitalization are radically transforming the world of work in many ways. With the advancement of technology, digitalisation has brought fundamental changes to the world of work, creating many challenges for labour markets and labour law alike. The aim of this course is to map the main challenges of labour law in the light of digitalisation with an insightful need and to point out possible practical directions, future dilemmas and alternatives for addressing these challenges. The course addresses the theoretical issues of the labour law-context of digitalisation, the effects of robotization and automation, the major labour law dilemmas of the platform economy, the labour law relevance of certain modern technologies, and the industrial relations and OHS aspects of the topic. .
- 9. Competences to be achieved:**

**Knowledge:** The goal of the course is to prepare and sensitize the students to independently recognize, evaluate and critically examine the labour law and civil service law-related implications of various modern technologies and digitalisation, both conceptually and practically. .

**Capabilities:**

**Attitude:** The goal of the course is to prepare and sensitize the students to independently recognize, evaluate and critically examine the labour law and civil service law-related implications of various modern technologies and digitalisation, both conceptually and practically. .

**Autonomy and responsibility:**
- 10. Required previous studies:** Labour Law
- 11. The syllabus of the subject:**
  - 11.1.** Impact of Modern Technologies, Digitization, Automation, Robotics, Industry 4.0 on Labor

Markets and Jobs Labour law-related aspects of Life Long Learning (LLL)

- 11.2. Types, legal frameworks and challenges of platform work (crowdsourcing, work on demand via apps etc.)
- 11.3. New forms and ways of work and the classification-dilemma
- 11.4. Impact of modern technologies on certain elements of the employment relationship (time, space, device, evaluation, etc.)
- 11.5. The OHS aspects of modern technologies
- 11.6. Modern technologies and collective labour law, labour / industrial relations
- 11.7. Social Media and Labour Law
- 11.8. Bring your own device (BYOD)
- 11.9. Issues of data-protection in labour law (in the light of modern technologies)
- 11.10. Modern technologies and workers' surveillance.
12. **The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
13. **Requirements of attendance, acceptable absence, opportunity for making up missed classes:**
14. **Term assignments, testing knowledge:**
15. **The exact conditions of testing knowledge, obtaining signature or credits:**
  - 15.1. **The exact conditions of obtaining signature:**  
presentation, essay
  - 15.2. **Evaluation:**  
presentation, essay
  - 15.3. **The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
16. **Bibliography:**
  - 16.1. **Compulsory readings:**
    1. VALENDUC – Patricia VENDRAMIN: Work in the digital economy: sorting the old from the new, ETUI Working Paper 2016.03;
    2. Nicola Countouris – Valerio De Stefano: New trade union strategies for new forms of employment. ETUC, Brussels, 2019.
    3. Prassl, J. – Risak, M. (2017): The Legal Protection of Crowdworkers: Four Avenues for Workers' Rights in the Virtual Realm.
    4. Degryse, C. (2016): Digitalisation of the economy and its impact on labour markets. European Trade Union Institute (ETUI), Working Paper.
    5. Degryse, C. (2017): Shaping the world of work in the digital economy. European Trade Union Institute (ETUI) Foresight Brief.
  - 16.2. **Recommended readings:**
    1. ILO: Non-standard employment around the world: Understanding challenges, shaping prospects. International Labour Office – Geneva, 2016.
    2. Prassl, J. – Risak, M. (2016): Uber, TaskRabbit & Co: Platforms as Employers? Rethinking the Legal Analysis of Crowdwork.
    3. Valenduc, G. – Vendramin, P.: Work in the digital economy: sorting the old from the new. Working Paper, 2016.03

4. Valerio de Stefano: The Rise of the "Just-in-Time Workforce": On-Demand Work, Crowdwork, and Labor Protection in the "Gig Economy. International Labour Office – Geneva, Conditions of Work and Employment Series, (2016)
5. Cherry, M. A. – Aloisi, A.: Dependent Contractors in the Gig Economy: a Comparative Approach, American University Law Review, Vol. 66. Number 3., 2017. 635-689.

Budapest, 5th January 2021

Dr. Attila KUN, PhD, professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁLLTV08
- 2. Course title:** Diversity, Equity, Inclusion
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Lilla Erzsébet BAUER, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Social policy interpretation of equal opportunities and equity. Meaning and realization of social inclusion in historical and international context. Variations of the inclusive social model and its feasibility in social policy research and governmental programs.
- 9. Competences to be achieved:**

**Knowledge:** Students should be able to identify social problems to accurately use the related terms, for the complex interpretation of statistics, and to evaluate government interventions and programs.

**Capabilities:** Student are able to differentiate between the relevance of different conceptual approaches. They are capable recognizing historical perspectives, changes and developments in various social policy principles and interventions. They are able to interpret the historical background and current possibilities of different countries in a nuanced way.

**Attitude:** Students will be able to perceive objective and subjective elements of social problems. They see that the social strata are intricately linked and often have contradictory or overly subjective and passionate interests. As they understand this fact, they consciously represent their own roles and responsibilities in public administration.

**Autonomy and responsibility:** With their understanding and compassionate attitude, students recognize that both the researcher and the public administrator must remain objective. They recognize that professional ethics require an unbiased and responsible evaluation. They recognize that the wider community expect decisions that will strengthen social cohesion.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**

- 11.1.** A diverzitás biológiai - antropológiai, szociológiai, szociálpolitikai, kulturális és vallási meghatározása.(Biological - anthropological, sociological, socio-political, cultural and religious definitions of diversity.)
- 11.2.** A méltányosság és az esélyegyenlőség társadalmpolitikai dichotómiája.(Dichotomy of the social equity and equal opportunities.)
- 11.3.** Inkluzivitás és integráció különbsége a társadalmpolitikában. (The difference between inclusion and integration in social policy.)
- 11.4.** A szegregáció formái a társadalmakban, történelmi és jelenkori aspektusban.(Forms of segregation in societies through the historical and contemporary aspects.)
- 11.5.** A kirekesztés és megbélyegzés formái a történelmi korokban. (Forms of exclusion and stigma in historical times.)
- 11.6.** A kirekesztés és megbélyegzés jelenléte napjaink nyugati civilizációjában. (The presence of exclusion and stigma in today's Western civilization.)
- 11.7.** A kirekesztés és megbélyegzés formái a keleti civilizációban. (Forms of exclusion and stigma in Eastern civilization.)
- 11.8.** A fejlett és a fejlődő országok értékei és morális jellemzői közötti különbségek. (Differences in values and moral characteristics between developed and developing countries. Kormányzati filozófiák és programok a társadalmi méltányosság és inklúzió érdekében. (Government philosophies and programs for social equity and inclusion.)
- 11.9.** Esettanulmányok különböző európai országok társadalom politikájáról és kormányzati programjairól a az előzőekben tárgyalt témák és megközelítések alapján. (Case studies on social policy and governmental programs in different European countries based on the topics and approaches discussed above.)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles legalább a foglalkozások 75% -án részt venni.

**14. Term assignments, testing knowledge:**

Szemináriumi kiselőadás tartása, ppt bemutató készítése. Ppt or a three-page evaluation critique to conduct a rigorous evaluation of an optional choosed social or educational current policy or program.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A 14. pontban meghatározottak szerinti részvétel a foglalkozásokon vmint a 15. pontban meghatározott feladatok legalább elégséges szintű teljesítése.

**15.2. Evaluation:**

gyakorlati jegy

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Zautra, Alex J. – Hall, John Stuart – Murray, Kate E. (2010): Resilience: A new definition of health for people and communities. In: Reich, John W. – Zautra, Alex J. – Hall, John Stuart

- (szerk.): Handbook of adult resilience. Guilford, New York, USA, 3–34.
2. Young, Iris Marion (2014): Five Faces of Oppression. In: Asumah, Seth N. – Nagel, Mechthild (szerk.): Diversity, Social Justice, and Inclusive Excellence – Transdisciplinary and Global Perspectives. State University of New York Press, Albany, New York, USA, 3–32. Robila, Mihaela (2006)
  3. Economic pressure and social exclusion in Europe. Social Science Journal, 2006/43, 1. sz. 85–97.
  4. Rutkowski, David – Rutkowski, Leslie – Engel, Laura C. (2014): Inclusive schooling: fostering citizenship among immigrant student in Europe. Intercultural Education, 2014/25, 4. sz. 269–282.
  5. Lumby, Jacky (2013): Leading for Equality in a Changing Europe. Keynote article for discussion.

**16.2. Recommended readings:**

1. Varga Aranka szerk. (2013): Esélyegyenlőség a mai Magyarországon. Pécsi Tudományegyetem, Pécs.

Budapest, 1st December 2023

Dr. Lilla Erzsébet BAUER, PhD, associate professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** ÁKNGTE53
- 2. Course title:** Doing Business in Emerging Markets
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Szabolcs PÁSZTOR, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** During the course the student gets an insight in to markets of the developing and emerging markets. The course places an emphasis on shedding more light on the business practices as well.
- 9. Competences to be achieved:**

**Knowledge:** The student knows the most important definitions and theories of the field. He/She is capable of understanding the relevant questions in a critical way.

**Capabilities:** The student is able to use his/her theoretical knowledge in practice as well. Individual problem solving is also reached.

**Attitude:** The student gets an insight into the importance of the field during the semester and his view is shaped in order to understand the importance of the course in understanding complex systems.

**Autonomy and responsibility:** After attending the course the student will be capable of supplementing the international and complex projects with the acquired knowledge.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Világ gazdaság, világkereskedelem és a globalizáltság foka a harmadik évezred elején
  - 11.2.** Bepillantás a fejlődő piacokba
  - 11.3.** Stratégiák, piaci stratégiák, piaci belépési stratégiák és marketing
  - 11.4.** Közös vállalkozások menedzsmentje, nemzetközi tárgyalások, nemzetközi nagyvállalatok a fejlődő piacokon,

- 11.5.** Kockázatok, politikai rendszerek, intézményi keretrendszer és gazdasági kérdések,
- 11.6.** Kulturális kérdések és menedzsment
- 11.7.** Jó gyakorlatok és lehetőségek a fejlődő piacokon
- 11.8.** Piac és piaci potenciál a Közel-Keleten
- 11.9.** Piac és piaci potenciál Afrikában
- 11.10.** Piac és piaci potenciál Latin-Amerikában
- 11.11.** Piac és piaci potenciál Ázsiában
- 11.12.** Piac és piaci potenciál Oroszországban, a FÁK térségben és Közép-Európában
- 11.13.** Piac és piaci potenciál Közép-Amerikában
- 11.14.** Piac és piaci potenciál a csendes óceániai térségben
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Az előadások folyamatos látogatása maximum két hiányzással. Az igazolások a munkaadótól, vagy orvostól kérhetőek, a hiányzás után azonnali pótlás szükséges.
- 14. Term assignments, testing knowledge:**  
Egy darab félévközi feladatsor megírása a félév 7-ik hetében a korábban elhangzott témakörökből.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
Az aláírás feltétele az előadásokon történő aktív részvétel a maximális hiányzások figyelembevételével és a félévközi teszt megírásával.
- 15.2. Evaluation:**  
Írásbeli. A félév közben és végén írásbeli dolgozat, a megszervezett ponton alapján ötfokozatú érdemjeggyel. 100 pontos kollokvium, elégséges (2) 61 ponttól (százaléktól) szerezhető. 61-70 elégséges (2), 71-80 közepes (3), 81-90 jó (4), 91-100 jeles (5).
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (K).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Blahó, A. - Kutatsi, G. (2010): Erőközpontok és régiók a 21. század világgazdaságában. Akadémiai Kiadó, ISBN: 9789630589352
  2. Constantinovits, M. - Sipos, Z. (2014): Nemzetközi üzleti technikák, Akadémiai Kiadó, ISBN: 9789630595063
- 16.2. Recommended readings:**
1. Majoros, P. (Szerk.) (2011): Régiók a világgazdaságban. Perfekt Kiadó, ISBN: 9789633947999
  2. Magas, I. (2007): Globalizáció és nemzeti piacok. Napvilág Kiadó, ISBN: 9789639697096

Budapest, 5th January 2021

Dr. Szabolcs PÁSZTOR, PhD, associate professor

Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁTKTM18

**2. Course title:** Droit des activités spatiales

**3. Credit value and course structure:**

**3.1.** 2 credit

**3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Balázs BARTÓKI-GÖNCZY, PhD, associate professor

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 14 (14 LEC + 0 SEM)

7.1.2. Part time course: 4 (4 LEC + 0 SEM)

**7.2.** weekly number of classes - full time course: 1 (1 LEC + 0 SEM)

**7.3.** Further special or unique methods applied throughout of the course: -

**8. The academic content of the subject:** Les activités spatiales (télécommunications, observation de la Terre, fins militaires, systèmes de navigation, recherche) jouent un rôle de plus en plus important dans la société de l'information. L'objectif du cours est de familiariser les étudiants avec les bases de l'utilisation de l'espace, les règles juridiques internationales et nationales pertinentes, en mettant l'accent sur les problèmes liés à l'émergence d'acteurs du marché privé.

**9. Competences to be achieved:**

**Knowledge:** Connaît les outils les plus importants pour l'utilisation de l'espace, les bases de la communication spatiale et les connaissances juridiques internationales et nationales les plus importantes, les organisations internationales

**Capabilities:** Able to understand the functioning of electronic communications markets, to be able to understand the key issues of regulation of electronic communications markets

**Attitude:** Optimism, positive attitude, ambition and curiosity., Interest in digital rights.

**Autonomy and responsibility:** In social and public affairs, he or she exhibits a responsible attitude towards employees and subordinates.

**10. Required previous studies:** -

**11. The syllabus of the subject:**

**11.1.** L'Espace extra-atmosphérique et l'histoire de sa conquête.

**11.2.** Conventions et recommandations internationales des Nations Unies.

**11.3.** Politique spatiale européenne.

**11.4.** Questions juridiques et réglementaires des télécommunications par satellite.

- 11.5.** Questions juridiques relatives à l'utilisation militaire de l'espace extra-atmosphérique.
- 11.6.** Observation de la Terre, navigation par satellite, services de lancement et insurance d'un point de vue juridique.
- 11.7.** Défis juridiques et réglementaires de l'ère du «nouvel espace».
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Követelmény a tanórákon történő részvétel. A hallgató köteles a foglalkozások legalább 75%-án részt venni. Az elfogadható hiányzások mértéke 25%, az e feletti távolmaradás esetén a tantárgy oktatója által meghatározott feladatot szükséges teljesíteni.
- 14. Term assignments, testing knowledge:**  
Nincsen félévközi feladat.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
A Foglalkozásokon való részvétel, valamint aktív órai jelenlét.
- 15.2. Evaluation:**  
Írásbeli beszámoló vagy jogesetmegoldás, a tantárgyi programban meghatározott témakörben.
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Frans von der Dunk: Legal aspects of Satellite Communications - a mini handbook, Space, Cyber, and Telecommunications Law, 9-2015., Carl Q. Christol: International Liability for Damage Caused by Space Objects, The American Journal of International Law, 1980, 346-371., Philippe Achilleas: 50 ans du droit de l'espace, Acta Universitatis Lucian Blaga, 2008, 152-157,
- 16.2. Recommended readings:**
1. Laurence Ravillon: Droit des activités spatiales, Paris, Litec, Dijon, 2004., Frans von der Dunk - Fabio Tronchetti (ed.): Handbook of Space Law, Northampton, Elgar Publishing, 2017, ISBN: 1784713638

Budapest, 5th January 2021

Dr. Balázs BARTÓKI-GÖNCZY, PhD, associate professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** ÁKNGTE55
- 2. Course title:** Economic Geography
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Szabolcs PÁSZTOR, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The most important aim of the course is to introduce the physical geography of the continents. Also, it focuses on the economics, social and political challenges. The course is practice oriented and strives for introducing the latest data and tendencies.
- 9. Competences to be achieved:**

**Knowledge:** The student knows the most important definitions and theories of the field. He/She is capable of understanding the relevant questions in a critical way.

**Capabilities:** The student is able to use his/her theoretical knowledge in practice as well. Individual problem solving is also reached.

**Attitude:** The student gets an insight into the importance of the field during the semester and his view is shaped in order to understand the importance of the course in understanding complex systems.

**Autonomy and responsibility:** After attending the course the student will be capable of supplementing the international and complex projects with the acquired knowledge.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Miért fontos a gazdaságföldrajz? A globalizáció jelenlegi foka, demográfiai kérdések,
  - 11.2.** Geopolitikai keretrendszer, gazdasági és társadalmi fejlődés,
  - 11.3.** Kultúrák és tradíciók földrajza, természetföldrajz és környezetünk
  - 11.4.** Észak-Amerika

- 11.5. Latin-Amerika és a Karib-térség
- 11.6. Szubszaharai Afrika
- 11.7. Közel-Kelet és Észak-Afrika
- 11.8. Európa
- 11.9. Oroszország és a FÁK-térség
- 11.10. Közép-Ázsia
- 11.11. Kelet-Ázsia
- 11.12. Dél-Ázsia
- 11.13. Délkelet-Ázsia
- 11.14. Ausztrália és Óceánia

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Az előadások folyamatos látogatása maximum két hiányzással. Az igazolások a munkaadótól, vagy orvostól kérhetőek, a hiányzás után azonnali pótlás szükséges.

**14. Term assignments, testing knowledge:**

Egy darab félévközi feladatsor megírása a félév 7-ik hetében a korábban elhangzott témakörökből.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás feltétele az előadásokon történő aktív részvétel a maximális hiányzások figyelembevételével és a félévközi teszt megírásával.

**15.2. Evaluation:**

Írásbeli. A félév közben és végén írásbeli dolgozat, a megszervezett ponton alapján ötfokozatú érdemjeggyel. 100 pontos kollokvium, elégséges (2) 61 ponttól (százaléktól) szerezhető. 61-70 elégséges (2), 71-80 közepes (3), 81-90 jó (4), 91-100 jeles (5).

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Coe, N. – Kelly, P. – W. C. Yeung, H. (2013): Economic Geography: A Contemporary Introduction, 2nd Edition, Wiley-Blackwell, London
2. Rowntree, L. – Lewis, M. – Price, M. – Wyckoff, W. (2017): Globalization and Diversity. Geography of a Changing World. 5th Edition. Pearson Education. Hoboken, NJ.
3. Sokol, M. (2011): Economic Geography, The London School of Economics and Political Science. London.

**16.2. Recommended readings:**

1. Bernek, Á. (2002): A globális világ politikai földrajza. Nemzeti Tankönyvkiadó, Budapest
2. Horváth, G. – Probáld, F. – Szabó, P. (Szerk.) (2008): Ázsia regionális földrajza. ELTE Eötvös Kiadó, Budapest
3. Probáld, F. (Szerk.) (2002): Afrika és a Közel-Kelet földrajza. ELTE Eötvös Kiadó, Budapest
4. Probáld, F. (Szerk.) (2004): Amerika regionális földrajza. Trefort Kiadó, Budapest
5. Tóth, J. (Szerk.) (2010): Világföldrajz. Akadémiai Kiadó, Budapest

6. Robinson, J. A. – Acemoglu, D. (2013): Miért buknak el nemzetek? HVG Könyvek Kiadó, Budapest

Budapest, 5th January 2021

Dr. Szabolcs PÁSZTOR, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁLLTV09
- 2. Course title:** Efficiency problems of the fragile states
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Mária BORDÁS, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course is given in English. The problematics of fragile states, especially its effectiveness in the field of Public Administration in light of recent crisis in Middle east and North Africa became more and more interesting for subject matter experts. This course refers to the time-based dimension and heterogeneousness of Theory of State Fragility and emphasizes some higher-level scientific problems of the criteria of fragile states. These lectures demonstrate the primarily the Ancient States in the Middle East and Africa than gives a comparison with the Western states. The course highlights the historical-theoretical perspectives of Islamic States' development. This course examines the evolution of radical Islam based terrorism and the current crisis in Syria, Iraq and failure of American state building efforts.
- 9. Competences to be achieved:**

**Knowledge:** Is familiar with the systematic contexts, theories and the underlying conceptual system regarding the tasks, structure and efficient functioning of the state. Moreover, has knowledge related to Theory Efficient State and its criterias.

**Capabilities:** Is capable working for the common good and public interest based on professional and human standards sustained through professional commitment. Is capable handling different issues in an interdisciplinary manner establishing a synthesis characteristic to the concepts of public governance, state efficiency. Moreover, is capable to apply the state efficiency criterieas in order to determine the government functionality in the field of public administration.

**Attitude:** His/her personal attitude is characterized by: Strong analitical methodology of problem handling, A comprehensive approach based on social, legal, economic and political science. Possessing the skills to recognize and handle problems competently, An intention to apply the comprehensive knowledge acquired systematically, Keeping the common good and public interest in mind. He/she cooperates with others in order to solve problems.

**Autonomy and responsibility:** He/she tackles complex and special public administration issues and tasks, including efficiency analysis of state efficiency, largely independently, and uses adequate resources for their solution. He/she can support his/her professional opinion and viewpoint independently in familiar decision-making scenarios.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

**11.1.** Development of the Ancient States in the Middle-East and Africa – to compare with Western states

**11.2.** State and religion in the three monotheist religions: Judaism, Christianity, Islam

**11.3.** Role of Reformation in Europa and Islam in the states' modernization processes

**11.4.** Development of the Islam in the Middle Ages

**11.5.** The relevance of political Islam in the Islamic World

**11.6.** Islamic fundamentalism and the radical Islam - the Muslim Brotherhood

**11.7.** Colonialism – Modernization problems in the Islamic world

**11.8.** Roots of radical Islam – development of radical Islamist organizations

**11.9.** The Al-Kaida – the heritage of Bin Laden

**11.10.** Affiliates of Al-Kaida in the Middle East and North Africa  
– Efficiency problems of the region  
**11.11.** Palestine State: Hamas in Gaza and Fatah in West Bank

**11.11.** Israel as a strange body, in the Islamic World – Its conflict with the Arab countries

**11.12.** The Hezbollah and the Lebanese civil war

**11.13.** The “Arab Spring” or “Arab Winter” in the Islamic World

**11.14.** The development of the Islamic State (ISIS) and its affiliates in the Middle East and Africa

**11.15.** The Taliban: Efficiency problems in Afghanistan – FATA: the uncontrolled Pashtu territories

**11.16.** Boko Haram in Nigeria

**11.17.** Traditional Islamic States: Gulf monarchies (Saudi Arabia, Oman, United Arab Emirates, Khatar, Bahrein, Kuwait)

**11.18.** The Iranian Revolution in 1979 – state system of the recent Iran: the theocratical state

**11.19.** American efforts of state-building in Afghanistan and Iraq – Reason of the failures

**11.20.** Reasons of the war in Syria and Iraq

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások legalább 75 %-án részt venni. (kivéve: igazolt hiányzások)

**14. Term assignments, testing knowledge:**

Foglalkozásokon való részvétel, kiselőadás készítése

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A tanórákon részvétel a 14. pontban meghatározottak szerint és a 15. pontban foglalt kiselőadás készítése.

**15.2. Evaluation:**

Az értékelés: kollokvium ötfokozatú jeggyel. A vizsga formája: szóbeli.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Joel S. Migdal: Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World. Princeton University Press, 1988. ISBN 9780691010731
2. Brennan Kraxberger: Failed States: Realities, Risks, and Responses. CreateSpace Independent Publishing Platform, 2012. ISBN: 978-1480124219
3. Jasmin Lorch: Analysing Civil Society in Weak States. In: Civil Society and Mirror Images of Weak States, 2017. ISBN 978-1-137-55462-8
4. Patrick W. Quirk: Great Powers, Weak States, and Insurgency. In Explaining Internal Threat Alliances, Springer International Publishing AG, 2018. ISBN: 9783319837321
5. Mehran Kamrava: Fragile Politics: Weak States in the Greater Middle East, Oxford University Press; 1 edition, 2016. ISBN 978-0190246211

**16.2. Recommended readings:**

Budapest, 5th January 2021

Dr. Mária BORDÁS, PhD, professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁAÖKTV20
- 2. Course title:** État de droit - d'une notion constitutionnelle à une politique publique européenne
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Constitutional and Comparative Public Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Ákos Bence GÁT, assistant research fellow
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1.** Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2.** Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** A l'aide des outils du droit et de la science politique, l'enseignement présentera comment l' « Etat de droit » est devenu d'une notion juridique de base l'objet d'une politique publique européenne. L'analyse portera sur les notions actuelles et classiques de l'Etat de droit, ainsi que sur sa place dans l'intégration européenne. Le cours visera à clarifier le rapport entre les changements du droit public hongrois ayant eu lieu pendant la dernière décennie et l'émergence d'une politique européenne de l'Etat de droit. Les étudiants pourront prendre connaissance des différents outils de cette nouvelle politique européenne ainsi que de la composition et des dynamiques des différents groupes d'intérêt ayant influencé leur création. A travers l'analyse de la politique de l'Etat de droit, le cours aide à comprendre le fonctionnement de la politique européenne en général, ainsi que les principaux clivages politiques et idéologiques qui le caractérisent.
- 9. Competences to be achieved:**

**Knowledge:** L'étudiant connaît le fonctionnement du système institutionnel européen ainsi que les dynamiques de fonctionnement de l'UE et leur manifestations dans le cadre de la politique de l'Etat de droit.

**Capabilities:** L'étudiant devient capable d'analyser les processus de l'Union européenne ainsi que d'identifier les acteurs principaux du travail européen, il sera capable d'appliquer ces connaissances dans l'administration publique nationale ou européenne.

**Attitude:** L'étudiant adhère aux valeurs professionnelles et contribue au développement des relations entre son pays et l'UE.

**Autonomy and responsibility:** L'étudiant se sent responsable du développement des relations entre son pays et l'Union européenne. Il connaît les points de rencontre entre les administrations publiques, systèmes institutionnels nationaux et européens.

## **10. Required previous studies: -**

### **11. The syllabus of the subject:**

- 11.1.** A jogállamiság fogalma (La notion de l'État de droit). Hagyományos jogállamiság-fogalmak (Notions traditionnelles de l'État de droit)
- 11.2.** A jogállamiság fogalma Magyarországon, európai alapértékek az Alaptörvényben (La notion de l'État de droit en Hongrie, valeurs fondamentales européennes dans la Loi fondamentale). Kísérletek pontosabb definícióra (Tentatives de définition plus précise)
- 11.3.** Az európai jogállamisági kérdés kialakulása (L'émergence de la question de l'État de droit en Europe). Az alapjogok fejlődése az európai integrációban (Le développement des droits fondamentaux dans l'intégration européenne)
- 11.4.** A jogállamiság mint európai aktuálpolitikai kérdés (L'apparition de l'État de droit comme une question d'actualité politique européenne). Az Európai Unió jogállamisági mechanizmusai (Les mécanismes de l'État de droit de l'Union européenne)
- 11.5.** Az uniós jogállamisági mechanizmusok intézményi előzményei (Les précédents institutionnels des mécanismes européens de l'État de droit)
- 11.6.** Az Európai Bizottság jogállamisági mechanizmusa (Le mécanisme de l'État de droit de la Commission européenne)
- 11.7.** A Tanács „jogállamisági párbeszéde” (Le „dialogue de l'État de droit” au sein du Conseil)
- 11.8.** Az Európai Parlament jogállamisági mechanizmus-javaslat (Le mécanisme de l'État de droit proposé par le Parlement européen)
- 11.9.** Uniós intézményközi dinamika és az egységes jogállamisági eszköz lehetősége (Dynamiques interinstitutionnelles européennes et la possibilité d'un outil unifié de l'État de droit Az EUSZ 7. cikke szerinti eljárások tanulságai (Les leçons tirées des procédures menées selon l'article 7 du TUE)
- 11.10.** Az uniós jogállamiság-politikát meghatározó csoport-dinamikák és ideológia törésvonalak (Les dynamiques de groupe et les clivages politiques déterminants de la politique de l'État de droit européenne)
- 11.11.** A konkurens csoportok jellemzői és belső dinamikái (Les caractéristiques et les dynamiques internes des groupes concurrents)
- 11.12.** Versengő narratívák (Les différentes narratives concurrentes)
- 11.13.** Eltérő Európa-víziók (Visions politiques différentes concernant l'Europe)

## **12. The frequency of offering the subject/its position in the curriculum of the term: autumn or spring semester**

### **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A tanórák legalább 75%-án való részvétel. 25%-nál magasabb arányú hiányzás esetében - a szemináriumvezető döntése alapján - többletfeladat (plusz beadandó dolgozat vagy kiselőadás) megtartásával is megszerezhető az aláírás.

### **14. Term assignments, testing knowledge:**

Az oktató által a szemináriumon kiosztott témakörök alapján egy kiselőadás megtartása vagy egy beadandó dolgozat megírása.

### **15. The exact conditions of testing knowledge, obtaining signature or credits:**

#### **15.1. The exact conditions of obtaining signature:**

Az aláíráshoz a tanórák legalább 75%-án való részvétel szükséges

#### **15.2. Evaluation:**

Az értékelést a kiselőadás és az órai teljesítmény együttesen adja.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

### **16. Bibliography:**

#### **16.1. Compulsory readings:**

1. Trócsányi László: Constitutions nationales et intégration européenne. L'exemple hongrois. Bruylant, Brüssel, 2015. ISBN : 978-2-8027-5013-0
2. Mathieu, Bertrand: Le droit contre la démocratie? LGDJ, collection Forum, Issy-les-Moulineaux, 2017. ISBN : 978-2-275-05736-1

#### **16.2. Recommended readings:**

1. Varga Zs. András: From Ideal to Idol? The Concept of the Rule of Law, Dialóg Campus, Budapest, 2019. ISBN: 978-615-5945-86-1
2. Füredi, Frank: Populism and the European Culture Wars, The Conflict of Values between Hungary and the EU, New York, Routledge, 2018. ISBN: 978-1-138-09740-7
3. Gát Ákos Bence: Küzdelem az európai szintéren, A Magyarországgal szembeni jogállamiság-kritika feltáratlan összefüggései, Közép- és kelet-európai Történelem és Társadalom Kutatásért Közlapítvány, Budapest, 2019. ISBN: 9786155118838
4. Ablonczy Bálint: Sur les traces de la constitution hongroise. Entretiens avec József Szájer et Gergely Gulyás. Elektromédia, Budapest, 2012. ISBN 978 963 88240 9 7
5. Vauchez, Antoine: Démocratiser l'Europe. Éditions du Seuil et La République des Idées, Párizs, 2014. ISBN-13: 978-2021161717

Budapest, 5th January 2021

Ákos Bence GÁT, assistant research fellow  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁEUTTM27
- 2. Course title:** EU Policy-making: Current Issues and Strategies
- 3. Credit value and course structure:**
  - 3.1.** 3 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Boglárka KOLLER, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: Szituációs gyakorlatok, viták
- 8. The academic content of the subject:** The aim of the course is to equip students with skills that enable them to identify current policy challenges and to demonstrate suitable strategies to solve them. This course is intended to offer theoretical knowledge and practical skills to analyse a number of current EU policy issues covering issues of the single market, social and environmental policies, cohesion policy, Common Agricultural Policy, Economic and Monetary Union, Justice and Home Affairs and EU foreign policy. Students also gain insights into the contemporary debates about the future of EU integration. Target group: students who plan to work in EU institutions or in EU related national public service positions, and who already have a solid knowledge of the European Union.
- 9. Competences to be achieved:**

**Knowledge:** Understands and interprets the most important relations in social sciences, with confident practical use of the acquired knowledge.

**Capabilities:** Analyzing new scientific results, finding new facts and relations, and marketing his/her knowledge in the form of an independent professional concept with the acquired knowledge, in the segment of social issues which he/she researches.

**Attitude:** Making decisions independently and responsibly in work-related and social conflict situations , and representing the interests of those he/she is responsible for consistently.

**Autonomy and responsibility:** In his/her professional work, he/she protects responsibly the adherence to the strict ethical rules of researches and analyses in social sciences , and he/she undertakes to raise and answer new ethical issues.
- 10. Required previous studies:** -

## **11. The syllabus of the subject:**

- 11.1. Bevezetés, követelmények (Introduction, course requirements)
- 11.2. Az EU történeti szempontból - az uniós politikák születése (EU in historical perspectives – birth of EU policies)
- 11.3. Az EU, mint hibrid politikai struktúra (EU as a hybrid political structure)
- 11.4. Az EU intézményi struktúrája (EU's institutional structure)
- 11.5. A döntéshozatali folyamatok és a döntéshozatali struktúrák típusai (Types of decision-making processes and policy-making structures)
- 11.6. Az uniós politikák rendszere I. (System of EU's policies I.)
- 11.7. Az uniós politikák rendszere II. (System of EU's policies II.)
- 11.8. Politikai döntéshozás - csoport projekt: hallgatói előadások I. (Policy-making group projects - students' presentations I.)
- 11.9. Politikai döntéshozás - csoport projekt: hallgatói előadások II. (Policy-making group projects - students' presentations II.)
- 11.10. Politikai döntéshozás - csoport projekt: hallgatói előadások III. (Policy-making group projects - students' presentations III.)
- 11.11. Politikai döntéshozás - csoport projekt: hallgatói előadások IV. (Policy-making group projects - students' presentations IV.)
- 11.12. Politikai döntéshozás - csoport projekt: hallgatói előadások V. (Policy-making group projects - students' presentations V.)
- 11.13. Politikai döntéshozás - csoport projekt: hallgatói előadások VI. (Policy-making group projects - students' presentations VI.)
- 11.14. Összegzés és értékelés (Summary and assessment)

## **12. The frequency of offering the subject/its position in the curriculum of the term: spring semester**

### **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

75%-os részvétel a tanórákban. A távollét igazolására orvosi vagy munkáltatói igazolás megküldése az okatató számára elektronikusan.

### **14. Term assignments, testing knowledge:**

Referátum (50%) és a 10 oldalas házi dolgozat (50%).

### **15. The exact conditions of testing knowledge, obtaining signature or credits:**

#### **15.1. The exact conditions of obtaining signature:**

75%-os részvétel a tanórákban. A távollét igazolására orvosi vagy munkáltatói igazolás megküldése az okatató számára elektronikusan.

#### **15.2. Evaluation:**

A hallgatók a referátumra (50%) és a 15 oldalas házi dolgozatra (50%) megajánlott jegyet kapnak.

#### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Heln Wallace, Mark A. Pollack and Alasdair R. Young. (2014) Policy making in the European Union (7th edition!), Oxford: Oxford University Press. ISBN: 9780199689675
2. All the lecture notes and documents that are uploaded to Moodle open sourced learning platform.

**16.2. Recommended readings:**

1. Mark A. Pollack (2003): The Engines of Integration: Delegation, Agency and Agenda Setting in the European Union, Oxford University Press. ISBN: 9780199251179
2. Jeremy Richardson (2005): European Union: Power and Policy-making. Routledge. ISBN: 9780415358149
3. Hix, Simon and Bjorn Hoyland (2011). The Political System of the European Union. Houndsmills, Basingstoke: Palgrave Macmillan (3rd edition). ISBN: 9780230249813
4. S S Andersen & K A Eliassen (Eds), Making policy in Europe, 2nd Edition, Sage, 2001. ISBN: 0761967508

Budapest, 5th January 2021

Dr. Boglárka KOLLER, PhD, professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEKMTE61
- 2. Course title:** European Risk Regulation és Governance
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Public and Private Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. László SZEGEDI, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The subject is intended to provide accessible opportunity for students to study highly complex issues related to Risk Regulation and the related policy-making on EU as well as international level.
- 9. Competences to be achieved:**

**Knowledge:** Knowing the main characteristics and different types of risk and categories of crisis situations, knowing the different risk profiles and the diverse stages of crisis cycle

**Capabilities:** Ability to study further courses related to risk regulation, to analyse basic issues and to identify main challenges related to risk regulation in academic life as well as in daily practice.

**Attitude:** Interested in the outer and inner risk sources of the organisation and being ready to contribute to the risk analysis and crisis management plans of its organisation

**Autonomy and responsibility:** Independently recognize risk elements and contribute to crisis management
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** The Role of the Risk and the Different Crisis Situations (A kockázat és a válsághelyzetek szerepe)
  - 11.2.** Regulating the Uncertainty (Szabályozni a bizonytalansági tényezőket)
  - 11.3.** The Proper Level of Regulation (Szabályozás helyes szintje)
  - 11.4.** The Role of Information in Risk Analysis and Crisis Management (Az információk szerepe a kockázatelemzésben és a válságkezelésben)

- 11.5. Risk Regulation és Governance in Single Market I. (Kockázatelemzés és a válságkezelés a belső piacon I.)
- 11.6. Risk Regulation és Governance in Single Market II. (Kockázatelemzés és a válságkezelés a belső piacon II.)
- 11.7. Risk Regulation és Governance in Public Management I. (Kockázati szabályozás és kormányzás a közmenedzsmentben I.)
- 11.8. Risk Regulation és Governance in Public Management II. (Kockázati szabályozás és kormányzás a közmenedzsmentben II.)
- 11.9. Simulation I. (Szimulációs gyakorlat I.)
- 11.10. Risk Regulation és Governance in Law Enforcement I. (Kockázati szabályozás és kormányzás a rendészetben I.)
- 11.11. Risk Regulation és Governance in Law Enforcement II. (Kockázati szabályozás és kormányzás a rendészetben II.)
- 11.12. Risk Regulation és Governance on International Level I. (Kockázati szabályozás és kormányzás nemzetközi szinten I.)
- 11.13. Risk Regulation és Governance on International Level II. (Kockázati szabályozás és kormányzás nemzetközi szinten II.)
- 11.14. Simulation II. and Final Evaluation (Szimulációs gyakorlat II. és értékelés)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a tréningfoglalkozások legalább 75%-án részt venni. Amennyiben a hallgató az elfogadható hiányzások mértékét túllépi, a részvétel a tanárral való egyeztetés alapján meghatározott házi dolgozat készítésével pótolható.

**14. Term assignments, testing knowledge:**

The main tasks are to submit a homework paper and participate in simulation exercise. The length of the paper is between 4-6 pages. Absolving the course is to complete all tasks within required deadline. The results will be evaluated with grades 1-5 based on the factors as follows: expertise knowledge, use of proper language/terms, preparedness, reflectivity. (Beadandó dolgozat és szimulációban való sikeres és aktív részvétel Az esettanulmány terjedelme: 4-6 oldal. A tantárgy sikeres teljesítésének feltétele a feladatok határidőre való elkészítése. Az oktató az alábbi szempontok mentén értékeli a beadott és előadott anyagot 1-5-ig terjedő skálán: szakmaiság, szaknyelv alkalmazása, felkészültség, tájékozottság, reflektivitás szintje.)

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Obtaining the signature is based on fulfilling participation requirements of Point 14 and on fulfilling the mid-term tasks at least satisfactory level of Point 15 (Az aláírás megszerzésének feltétele a 14. pontban meghatározott arányú részvétel a foglalkozásokon és a 15. pontban meghatározott félévközi feladatok legalább elégséges teljesítése.)

**15.2. Evaluation:**

Evaluation is based on the symmetric rounding value of given grades given to individual tasks. (Értékelés alapja minden hallgatónál az önállóan végrehajtott feladatokra kapott érdemjegyek szimmetrikusan kerekített átlaga)

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam Mid term

mark (ÉÉ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Tony Jacques (2014): Issues and Crisis Management - Exploring Issues, Crisis, Risk and Reputation, Oxford University Press Australia, ISBN 9780195529081 David Rubens (2020): Strategic Risk and Crisis Management ISBN 978-1789660715

### **16.2. Recommended readings:**

1. Craig, Paul – de Búrca, Gráinne (2015): EU Law – Text, Cases, Materials. 6th ed. Oxford, Oxford University Press. ISBN 978 019 871 492 7

Budapest, 1st December 2023

Dr. László SZEGEDI, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁLLTV14
- 2. Course title:** Financial Industries
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. László VÉRTESY, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The students will be interested to know a specific area of economic administration in a complex way on a base of the Anglo-Saxon approach, of which subjects are the regulations of banking, insurance and capital markets. The description and analysis of national and international law and practice covers the public law, administrative rules and the relevant private law provisions as well. Furthermore, the relating economic contexts are discussed in the course.
- 9. Competences to be achieved:**

**Knowledge:** The student learns the basic essence and methods of financial sectors and especially macro-risk management, is familiar with the domestic and international economic public and private law regulations and administration.

**Capabilities:** He will be able to judge the most advantageous financial products and alternatives; evaluate and analyze macro-financial processes.

**Attitude:** He will become more open to financial sector products and operations, and risk-taking will be more prudent. In addition, conscious consumer behavior is reinforced with regard to financial products, which are common in everyday life.

**Autonomy and responsibility:** He makes responsible financial decisions on his own, in compliance with legal regulations.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Introduction to the administration of economy
  - 11.2.** The development of the regulated financial industries

- 11.3. Central banks and the National Bank of Hungary
- 11.4. Organizational models, actors, members, Rules on foundation and termination
- 11.5. Prudent and solvent operation, Regulatory supervision
- 11.6. Guarantees and records
- 11.7. Active Banking transactions
- 11.8. Passive and Indifferent Banking transactions
- 11.9. Insurance products
- 11.10. Exchange transactions
- 11.11. Responsibility and liability
- 11.12. International and EU relations
- 11.13. Notable cases: historical events, scandalous and crises
- 11.14. Finance and Fine Arts - Signing

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a tréningfoglalkozások legalább 70%-án részt venni. A rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható, amely pótlás egyéni megbeszélés szerint történik. A távollétet a hiányzást követő első foglalkozáson kell igazolnia. A hiányzás esetén a hallgató köteles az előadás anyagát beszerezni, abból önállóan felkészülni

**14. Term assignments, testing knowledge:**

A tanulmányi munka alapja az előadások látogatása, az előírt olvasmányok ismerete, aktív órai részvétel, a félév során egy dolgozat elkészítése és annak prezentálása. Az oktató az alábbi szempontok mentén értékeli a beadott és előadott anyagot 1-5-ig terjedő skálán: szakmaiság, szaknyelv alkalmazása, felkészültség, tájékozottság, reflektivitás szintje.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a meghatározott arányú részvétel a foglalkozásokon és a félévközi feladatok legalább elégséges teljesítése.

**15.2. Evaluation:**

A félév értékelése kollokvium – írásbeli vizsga. A Tanszék felkészülési kérdéseket ad ki. A vizsga tartalmát az előadáson elhangzottak és az alább felsorolt kötelező és ajánlott irodalmak anyagai képezik. A vizsgadolgozat értékelése szummatív: 0-50% - elégtelen, 51-70% - elégséges, 71-80% - közepes, 81-90% - jó, 91-100% - jeles.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Lecture notes. Vértesy László: Financial Industries, NKE 2015.
2. Introduction to financial services The Open University Kindle Edition, 2016
3. Székely György: The Essence of Money and Banking. KJK\_KERSZÖV, 2002.

**16.2. Recommended readings:**

1. Vértesy László: Jog és pénzügyek a bankszektorban – általános rész. Akadémiai Kiadó, 2020.
2. Vértesy László: The Place and Theory of Banking Law – or Arising of a New Branch of Law: Law of Financial Industries – in Collega XI. évfolyam 2007/2. szám
3. Vértesy László: Some Aspects on the Education of the Law of Financial Industries. Stoltpin-Volga University Press 2008.
4. Financial Sector Assessment: A Handbook. World Bank, 2005
5. Keith Dickinson: Financial Markets Operations Management, The Wiley Finance Series, 2015
6. Mathias Eggert: Compliance Management in Financial Industries. Springer, 2014
7. Lovett, William A.: Banking and Financial Institutions Law in a Nutshell, 2005
8. Blair, Michael and Walker, George: Financial Services Law. Oxford University Press, 2006.

Budapest, 5th January 2021

Dr. László VÉRTESY, PhD, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁÁJTV14
- 2. Course title:** Histoire de la culture juridique
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Constitutional and Legal History
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Attila PÓKECZ KOVÁCS, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Introduction to French legalese and familiarizing students with key elements underlying the methodology and thought process behind French national law.
- 9. Competences to be achieved:**

**Knowledge:** Knowledge of basic legal terminology and obtaining professional proficiency of the material included and discussed during lessons.

**Capabilities:** Students will be able to orientate themselves in the French legal system.

**Attitude:** Acquisition of comparative legal proficiency.

**Autonomy and responsibility:** Students significantly enhance their passive French legal skills.
- 10. Required previous studies:** Intermediate knowledge of French.
- 11. The syllabus of the subject:**
  - 11.1.** Introduction au système juridique français (Introduction to French law)
  - 11.2.** L'enseignement du droit en France (Legal education in France)
  - 11.3.** Les branches du droit: droit public-droit privé (Branches of law: private-law public law)
  - 11.4.** Le système judiciaire français (The French judicial system)
  - 11.5.** Les sources du droit en général (Sources of law in general)
  - 11.6.** Les sources du droit: la loi et la coutume (Sources of law: loi and coutume)
  - 11.7.** Les sources du droit: la jurisprudence (Sources of law: la jurisprudence)
  - 11.8.** Les sources du droit: la doctrine (Sources of law: la doctrine)

- 11.9. Le Code civil dans la culture juridique française (The role of the Code civil in French legal culture)
- 11.10. Influence du Code civil (Impact of the Code civil)
- 11.11. La codification et la structure du Code Civil (Codification and structure of the Code civil)
- 11.12. Le droit des personnes (Rights of persons)
- 11.13. Les personnes physiques ( Natural persons)
- 11.14. Les personnes morales (Legal persons)

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a tanórák legalább 75%-án részt venni. Amennyiben a hallgató az elfogadható hiányzások mértékét túllépi, a részvétel a tanárral való egyeztetés alapján meghatározott házi dolgozat készítésével pótolható.

**14. Term assignments, testing knowledge:**

nincs

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Tanórákon való részvétel

**15.2. Evaluation:**

Öt fokozatú gyakorlati jegy. A 13. héten írt írásbeli beszámoló. Pótlása a 14. héten. Értékeléseaz elért maximális pontszám 60%-ig elégtelen; 61-70%-a között elégséges; 71-80%-a között közepes; 81-90%-a között jó; e felett jeles.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Jean-Sylvestre Bergé; Patrick Courbe: Introduction générale au droit, Paris, Dalloz, 2019.

**16.2. Recommended readings:**

1. Frédéric AUDREN - Jean-Louis HALPÉRIN: La culture juridique française, Paris 2013.

Budapest, 5th January 2021

Dr. Attila PÓKECZ KOVÁCS, PhD, professor  
Signed with her/his own hand

## CURRICULUM

- 1. Course Code:** ÁNJTE55
- 2. Course title:** Humanitarian challenges of armed conflict: Understanding and Responding to sexual violence
- 3. Credit value and course structure:**
  - 3.1.** credit: 4 credits
  - 3.2.** ratio of lectures and seminars: 40% seminar, 60% lecture
- 4. Name of major(s), specializations (where it is taught):** Optional course at BA and MA levels at the Faculty of Public Governance and International Studies
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Réka Varga, Associate Professor, Head of Department
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester: 16
    - 7.1.1.** Full time course: (6 LEC + 10 SEM)
    - 7.1.2.** Part time course: N/A (LEC + SEM)
  - 7.2.** weekly number of classes - full time course: 4 (2 LEC + 2 SEM) in 4 blocks
  - 7.3.** Further special or unique methods applied throughout of the course: -

**8. The academic content of the subject:**

The course explores the complex issue of sexual violence during armed conflicts, focusing on its causes, impacts, and international efforts to address it. Students will examine the rules governing the use of force and gain an introduction to international humanitarian law, with special attention to the factors driving sexual violence, its prevalence, and the role of perpetrators in contemporary conflicts.

Key topics include the legal regulation of sexual violence, international case law, and the profound effects of these crimes on individuals and societies. The course will also cover the humanitarian responses to sexual violence, addressing the specific needs of victims and the forms of humanitarian assistance available to support survivors. Students will engage with political debates on the issue, examining the interplay between international humanitarian, human rights, and criminal law.

By the end of the course, students will have a comprehensive understanding of sexual violence in conflict, its treatment under international law, the humanitarian needs of survivors, and alternative approaches to addressing its impacts.

**9. Competences to be achieved:**

**Knowledge:**

- He/She is aware of the concepts of sexual violence, armed conflict, and humanitarian assistance.
- He/She gathers the relevant information from various sources such as standards, journal articles, and books for project implementation.
- He/She organizes the collected knowledge material for project implementation and systematizes different testing methods and results to ensure the successful implementation of

the project.

- He/She knows fundamental and auxiliary materials and their characteristics used in project preparation for the given topic

**Capabilities:**

- He/She is capable of applying theoretical knowledge to analyze specific cases and interpret experiences and observations within a broader theoretical framework. They can understand connections and think critically about social, foreign, and economic embeddedness.
- He/She can apply acquired knowledge in a discussion situation.

**Attitude:**

- He/She is consistently capable of checking his/her work, results, and conclusions.
- He/She can continuously expand his/her knowledge about the project task through continuous knowledge acquisition.
- His/Her personality is characterized by integrity and honesty, and he/she serves and represent professional interests with commitment and an open, critical way of thinking, flexibility, and good logical skills.

**Autonomy and responsibility:**

- He/She cooperates with the instructor and fellow students to expand knowledge.
- He/She accepts well-founded professional and other critical comments.
- In some situations, as part of a team, he/she works with fellow students to solve tasks successfully.
- He/She cooperates with fellow students to complete the project task.
- He/She makes well-founded decisions based on their knowledge and analysis.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

1. The international legal order, prohibition of the use of force. The feature of armed conflicts today
2. International humanitarian law: introduction
3. Sexual violence in armed conflicts: motivating factors, prevalence, perpetrators
4. Legal regulation of sexual violence in armed conflicts
5. International case law on sexual violence in armed conflicts
6. Consequences of sexual violence on the level of the individual and on the level of the society
7. Humanitarian response to sexual violence in armed conflicts.

**12. The frequency of offering the subject/its position in the curriculum of the term:**

Spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The student is required to attend 75% of the sessions. Absences exceeding 75% may result in the denial of the course signature. Absences exceeding 75% can be justified in exceptional cases (e.g., receiving medical treatment, being in active service). The justification must be submitted to the course instructor and the course coordinator during the next class session or sent electronically. The material from missed sessions can be made up through independent study.

**14. Term assignments, testing knowledge:**

The student's evaluation during the term is based on a presentation (lecture) related to the topics specified in point 11 (constituting 50% of the evaluation) and class performance (participation) (constituting 50% of the evaluation). The grading scale is as follows: Failing (insufficient): below 60%; Sufficient: 61%-70%; Satisfactory: 71%-80%; Good: 81%-90%; Excellent: 91%-100%.

In the case of absences or results below 61%, an opportunity for retake or improvement must be

provided once during the term.

## **15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:** To obtain the signature, students must meet the attendance requirement specified in point 13 and achieve at least a sufficient grade on the mid-semester task outlined in point 14.

**15.2. Evaluation:** The method and form of mid-semester assessment: a practical grade, which consists of a practical task assigned by the instructor and the evaluation of class performance, each contributing 50%.

**15.3. The exact conditions of obtaining credits:** To earn credits, students must obtain the signature and achieve at least a sufficient grade for the practical evaluation.

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Réka Varga, Conflict related sexual violence: Reasons, applicable legal provisions and humanitarian response. In: The role of international law, European Union law and international relations in the 21st Century (Eds: Gábor Kajtár, Pál Sonnevend), ELTE Eötvös Kiadó, Budapest, 2021. 557-572.
2. Gloria Gaggioli, Sexual violence in armed conflicts: A violation of international humanitarian law and human rights law' (2015) 96 (894) International Review of the Red Cross 503-538: <https://international-review.icrc.org/sites/default/files/irrc-894-gaggioli.pdf>
3. Dustin A. Lewis, Unrecognized Victims: Sexual Violence against Men in Conflict Settings under International Law, Wisconsin International Law Journal, Vol. 27, No. 1, 2009, pp. 1-49.
4. Tanja Altunjan, The International Criminal Court and Sexual Violence: Between Aspirations and Reality, German Law Journal (2021), 22, pp. 878-893: <https://www.cambridge.org/core/journals/german-law-journal/article/international-criminal-court-and-sexual-violence-between-aspirations-and-reality/6B37A67C8196A6159237A893D2A5722A>
5. Cases: (not all is mandatory):
  - a. Women and Sexual violence: <https://casebook.icrc.org/case-study/women-and-sexual-violence>
  - b. UN, Report of the Secretary-General on Women and Peace and Security: <https://casebook.icrc.org/case-study/un-report-secretary-general-women-and-peace-and-security>
  - c. Somalia: Deeply Flawed Rape Inquiry: <https://casebook.icrc.org/case-study/somalia-deeply-flawed-rape-inquiry>
  - d. Colombia – Sexual violence: <https://casebook.icrc.org/case-study/colombia-sexual-violence>
  - e. Democratic Republic of the Congo, Conflict in the Kivus [Part III, paras 16, 35-37]: <https://casebook.icrc.org/case-study/democratic-republic-congo-conflict-kivus>
  - f. Syria: Detention and Abuse of Female Activists: <https://casebook.icrc.org/case-study/syria-detention-and-abuse-female-activists>
  - g. ICC, The Prosecutor v. Lubanga: <https://casebook.icrc.org/case-study/icc-prosecutor-v-thomas-lubanga-dyilo>
  - h. Sudan, Report of the UN Commission of Enquiry on Darfur [Paras 333-358]: [https://casebook.icrc.org/case-study/sudan-report-un-commission-enquiry-darfur#para\\_333](https://casebook.icrc.org/case-study/sudan-report-un-commission-enquiry-darfur#para_333)

### **16.2. Recommended Literature:**

1. Nadia Murad, The last girl, Tim Duggan Books, 2017
2. ICRC: Prevention and Criminal Repression of Rape and Other forms of Sexual Violence during Armed Conflicts: [https://www2-prd.icrc.org/sites/default/files/document/file\\_list/prevention-criminal-repression-rape-sexual-violence-armed-conflicts-icrc-eng.pdf](https://www2-prd.icrc.org/sites/default/files/document/file_list/prevention-criminal-repression-rape-sexual-violence-armed-conflicts-icrc-eng.pdf)

3. Review of the sexual violence elements of the judgments of the international criminal tribunals for the Former Yugoslavia, the International Criminal Tribunal for Rwanda, and the Special Court for Sierra Leone in the light of Security Council resolution 1820: [https://www.icty.org/x/file/Outreach/sv\\_files/DPKO\\_report\\_sexual\\_violence.pdf](https://www.icty.org/x/file/Outreach/sv_files/DPKO_report_sexual_violence.pdf)

4. Case studies:

- i. Colombia/ICC, Situation in Colombia, Interim Report: <https://casebook.icrc.org/case-study/colombiaicc-situation-colombia-interim-report>
- j. Georgia/Russia, Human Rights Watch's Report on the Conflict in South Ossetia [Paras 87-89]: <https://casebook.icrc.org/case-study/georgiarussia-human-rights-watches-report-conflict-south-ossetia#para87-89>
- k. Central African Republic: Sexual Violence by Peacekeeping Forces: <https://casebook.icrc.org/case-study/central-african-republic-sexual-violence-peacekeeping-forces>

Budapest, 1st December 2025

Dr. Réka Varga, PhD  
Associate Professor,  
Signed with her own hand

**CURRICULUM**

- 1. Course Code:** ÁÁJTV12
- 2. Course title:** Hungarian Historical Constitution
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Constitutional and Legal History
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Zsuzsanna PERES, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The main target of the course is to give a deeper insight into the Hungarian constitutional history showing its turning points. The course provides proper knowledge and a comprehensive approach for the students into the development of the Hungarian State and Governance and legal system. .
- 9. Competences to be achieved:**

**Knowledge:** The development and the content of the Hungarian historical constitution, its connections to public administration.

**Capabilities:** Identifying the main questions of Hungarian constitutional history, analysing and solving problems.

**Attitude:** A need for life-long learning and continuous professional development. A willingness to cooperate, participate in team work.

**Autonomy and responsibility:** For exercising public power and for the quality and consequences of tasks performed.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Alkotmány és történeti alkotmány komparatív szempontból (Constitution and historical constitution in a comparative perspective)
  - 11.2.** A magyar állam megalapítása és szervezete – különös tekintettel a történeti alkotmány megjelenésétől (The foundation and the structure of the Hungarian State - especially from the time of the appearance of the historical constitution)

- 11.3. A magyar történeti alkotmány fejlődése (The development of the Hungarian historical constitution)
- 11.4. A feudális magyar történeti alkotmány tartalma (The content of the feudal Hungarian historical constitution)
- 11.5. Változások a magyar történeti alkotmányban a mohácsi csata (1526) után (Changes in the Hungarian historical constitution after the battle of Mohács (1526))
- 11.6. Államszervezet a Habsburg Birodalmon belül (The State structure within the Habsburg Empire)
- 11.7. A feudális magyar állam jogrendje (The legal system of the Hungarian feudal state)
- 11.8. Az 1848-as forradalom eredményei (Achievements of the 1848 revolution)
- 11.9. Alkotmányos monarchiává alakulás – a történeti alkotmány kihívásai (Turning into a constitutional monarchy - challenges of the Historical constitution)
- 11.10. Az állami függetlenség elvesztése – jogi modernizáció a neoabszolutizmus idején (The loss of the State independence - legal modernization during the neoabsolutism)
- 11.11. Ausztria-Magyarország államszervezete (Constitutional structure of Austria-Hungary)
- 11.12. Jogfolytonosság a két világháború közötti időszakban (Legal continuity in the interwar period)
- 11.13. Történeti alkotmány és a szocialista diktatúra (Historical constitution and the socialist dictatorship)
- 11.14. A történeti alkotmány ma (Historical constitution nowadays)
- 11.15. A történeti alkotmány vívmányai – a jövő kihívásai (Achievements of the Historical constitution - challenges for the future)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A foglalkozásokon kötelező a részvétel, legfeljebb három hiányzás megengedett.

**14. Term assignments, testing knowledge:**

Az oktató által meghatározott csoportmunka és zárthelyi dolgozat legalább elégséges szintű teljesítése.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a 14. pontban meghatározott arányú részvétel a foglalkozásokon és a 15. pontban meghatározott félévközi feladatok legalább elégséges teljesítése.

**15.2. Evaluation:**

Gyakorlati jegy, a csoportmunka és a záthelyi dolgozat ötfokozatú skálán történő értékelése

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Gyula Andrássy: The Development of Hungarian Constitutional Liberty. London, 1908.

**16.2. Recommended readings:**

1. Elemér Hantos: The Magna Charta of the English and of the Hungarian constitution; a comparative view of the law and institutions of the early Middle Ages. Clark, 2006.
2. László Sólyom - Georg Brunner: Constitutional Judiciary in a New Democracy. The Hungarian Constitutional Court. Ann Arbor, 2000.
3. László Péter: Hungary's Long Nineteenth Century. Constitutional and Democratic Traditions in a European Perspective. Leiden-Boston, 2012.

Budapest, 5th January 2021

Dr. Zsuzsanna PERES, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁISZLV08

**2. Course title:** Hungarian language and culture I.

**3. Credit value and course structure:**

**3.1.** 2 credit

**3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, BA/MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Foreign and Professional Language

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Éva SZEKRENYESNÉ RÁDI, PhD, senior lecturer

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 56 (0 LEC + 56 SEM)

7.1.2. Part time course: 16 (0 LEC + 16 SEM)

**7.2.** weekly number of classes - full time course: 4 (0 LEC + 4 SEM)

**7.3.** Further special or unique methods applied throughout of the course: interactive tasks

**8. The academic content of the subject:** The course aims to provide foreign students at NUPS with some practical knowledge and information about Hungary and the Hungarian language so that they can adapt to their new environment more easily and get along with their daily tasks. Besides some basic Hungarian language points of greetings, introduction and requesting information, students become familiar with the Hungarian culture.

**9. Competences to be achieved:**

**Knowledge:** He/she can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

**Capabilities:** He/she can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Attitude:** He/she is open to his/her partner's characteristics, work and environment.

**Autonomy and responsibility:** He/she plans his speech or writing with help and has his/her text checked.

**10. Required previous studies:** -

**11. The syllabus of the subject:**

**11.1.** Greetings, introduction, numbers (Köszönés, bemutatkozás, számok)

**11.2.** Dimensions, question words, housing (A hármas irányultság (hol, hova, honnan?), lakás, lakóhely)

**11.3.** Verb formation, vowels (Alanyi igeragozás, magánhangzó-harmónia)

- 11.4. Common verbs, daily routine (Leggyakoribb igék, napi tevékenység)
- 11.5. Description, possessions (Leírás, birtoklás)
- 11.6. Family and friends (A család, barátok)
- 11.7. Test I., and prepositions, travelling (Zárthelyi dolgozat I. és Igeköötők, utazás)
- 11.8. Transport (Közlekedés)
- 11.9. Verb formation (Tárgyas igeragozás)
- 11.10. Shopping (Vásárlás)
- 11.11. Freetime activities (Szabadidős tevékenységek)
- 11.12. Past tense, experiences (Múlt idő, élmények)
- 11.13. Holidays in Hungary (Ünnepek Magyarországon)
- 11.14. Test II., Traditions in Hungary (Zárthelyi dolgozat II. és Hagyományok Magyarországon)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások min. 75%-án részt venni. Rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható, amely pótlás egyéni megbeszélés szerint történik. Egyéb esetből fakadó több mint 25%-os hiányzás esetén, a félév teljesítése nem írható alá.

**14. Term assignments, testing knowledge:**

két zárthelyi dolgozat /időpontja a tantárgyi tematikában látszik/; aktív órai részvétel  
osztályzat ötfokozatú skálán / 50% elégséges, 60% közepes, 75% jó, 90%- jeles/  
dolgozatok pótlása a dolgozat utáni legelső alkalommal

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Részvétel a tanórák minimum 75%-án. Két zárthelyi dolgozat megírása.

**15.2. Evaluation:**

gyakorlati jegy(GYJ), osztályzat ötfokozatú skálán / 50% elégséges, 60% közepes, 75% jó, 90%tól jeles/. Zárthelyi dolgozatok 35-35%-ot, míg az órai munka 30%-át teszi ki a gyakorlati jegynek.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Durst Péter: Lépésenként magyarul 1., Szerzői kiadás, 2017., ISBN 978-963-12-7680-0
2. Szita Szilvia – Pelcz Katalin: MagyarOK Kompakt, 2019., ISBN 978-963-429-501-3

**16.2. Recommended readings:**

1. Gyöngyösi Lívía – Hetesy Bálint: Jó reggelt!, KKM Oktatási és Rekreációs Kft., átdolgozott kiadás, 2019., ISBN 978-615-81362-0-4
2. Marschalkó Gabriella: Hungarolingua Basic Level 1. Debreceni nyári Egyetem, 2010., ISBN 9789638659293

Budapest, 10th April 2020

Dr. Éva SZEKRÉNYESNÉ RÁDI, PhD, senior lecturer  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁISZLV09

**2. Course title:** Hungarian language and culture II.

**3. Credit value and course structure:**

**3.1.** 3 credit

**3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, BA/MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Foreign and Professional Language

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Éva SZEKRENYESNÉ RÁDI, PhD, senior lecturer

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 56 (0 LEC + 56 SEM)

7.1.2. Part time course: 16 (0 LEC + 16 SEM)

**7.2.** weekly number of classes - full time course: 4 (0 LEC + 4 SEM)

**7.3.** Further special or unique methods applied throughout of the course: interactive tasks

**8. The academic content of the subject:** This course is the second part of the course 'Hungarian language and culture I.' It provides the participants with general language skills and cultural development and takes students at least to the language level A1.

**9. Competences to be achieved:**

**Knowledge:** He/she can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

**Capabilities:** He/she can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Attitude:** He/she is open to his/her partner's characteristics, work and environment.

**Autonomy and responsibility:** He/she plans his speech or writing with help and has his/her text checked.

**10. Required previous studies:** Magyar mint idegennyelv és kultúra I. ÁISZLV08

**11. The syllabus of the subject:**

**11.1.** Introduction, personal information (Bemutatózás, személyi adatok)

**11.2.** Weekly schedule, daily routine (Heti program, napi rutin)

**11.3.** Shopping for food (Vásárlás 1.- élelmiszerek)

**11.4.** At the restaurant (Étterem, étkezési szokások, étlap)

**11.5.** Booking a table or a room, ordering a taxi (Asztalfoglalás, szobafoglalás, taxirendelés)

- 11.6. Renting a flat (Lakáskeresés, lakás, szoba leírása)
- 11.7. Test I. and Requesting information, giving directions (Zárthelyi dolgozat I. és Információkérés, útbaigazítás)
- 11.8. At the doctor's, illnesses (Orvosnál, betegségek)
- 11.9. Healthy lifestyle (Egészséges élet)
- 11.10. Travelling 1, Hungaricums (Utazás 1., Hungarikumok)
- 11.11. Travelling 2., At the station, airport (Utazás 2. pályaudvarok, repülőterek)
- 11.12. Shopping for clothes (Vásárlás 2. ruházat)
- 11.13. Future plans (Beszélgetés a jövőről, tervezés)
- 11.14. Test II. and Family (Zárthelyi dolgozat II. és Család)

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások min. 75%-án részt venni. Rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható, amely pótlás egyéni megbeszélés szerint történik. Egyéb esetből fakadó több mint 25%-os hiányzás esetén, a félév teljesítése nem írható alá.

**14. Term assignments, testing knowledge:**

két zárthelyi dolgozat /időpontja a tantárgyi tematikában látszik/; aktív órai részvétel  
osztályzat ötfokozatú skálán / 50% elégséges, 60% közepes, 75% jó, 90%- jeles/  
dolgozatok pótlása a dolgozat utáni legelső alkalommal

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Részvétel a tanórák minimum 75%-án. Két zárthelyi dolgozat megírása.

**15.2. Evaluation:**

gyakorlati jegy(GYJ), osztályzat ötfokozatú skálán / 50% elégséges, 60% közepes, 75% jó, 90%tól jeles/. Zárthelyi dolgozatok 35-35%-ot, míg az órai munka 30%-át teszi ki a gyakorlati jegynek.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Durst Péter: Lépésenként magyarul 1., Szerzői kiadás, 2017., ISBN 978-963-12-7680-0
2. Szita Szilvia – Pelcz Katalin: MagyarOK Kompakt, 2019., ISBN 978-963-429-501-4

**16.2. Recommended readings:**

1. Gyöngyösi Livia – Hetesy Bálint: Jó reggelt!, KKM Oktatási és Rekreációs Kft., átdolgozott kiadás, 2019., ISBN 978-615-81362-0-4
2. Marschalkó Gabriella: Hungarolingua Basic Level 1. Debreceni nyári Egyetem, 2010., ISBN 9789638659293

Dr. Éva SZEKRÉNYESNÉ RÁDI, PhD, senior lecturer  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁTKTM20
- 2. Course title:** Intercultural communication, managing diversity
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Ágnes JENEI, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (0 LEC + 14 SEM)
    - 7.1.2. Part time course: 4 (0 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (0 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** In the 21st century, we increasingly have to work in real or virtual intercultural environment where approaches to management, expectations, decision making, planning, problem-solving, conflict resolution and communication styles may be very different. The aim of the course is to prepare students to work efficiently in intercultural / inclusive environments and manage international / teams. Students, guided by the instructor, take on a real mini intercultural management project during the course. The process of „learning by doing” allows them to explore the advantages, difficulties, and effective techniques of intercultural communication and management.
- 9. Competences to be achieved:**

**Knowledge:** Knowing and understanding relevant information-collection, analytical and problem-solving methods, their conditions of application and their limits.

**Capabilities:** Participating in domestic and international projects, teamwork, and as a leader planning, leading, organizing, coordinating and evaluating the activity.

**Attitude:** An openness and sensitivity towards social issues, professional and human solidarity. Commitment to quality, sustainability and diversity.

**Autonomy and responsibility:** He/she has the initiative to solve problems and create strategies in the cooperation of teams and colleagues, within an organization and between organizations.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** A kultúra, az interkulturális kompetencia, az interkulturális kommunikáció és az interkulturális menedzsment fogalma.

- 11.2.** A kultúra rétegei, szintjei, modellezése; a kulturális sokk fogalma. A kulturális dimenziók (Geert Hofstede, Fons Trompenaars, Edward T. Hall).
- 11.3.** A sokszínűségmenedzsment / diverzitásmenedzsment fogalma, eszközei a vezetői munkában.
- 11.4.** A kulturális idegtudomány megközelítése.
- 11.5.** Interkulturális management projekt a gyakorlatban: az infrastrukturális környezet, a kommunikáció, a viselkedés és az értékek fejlesztése.
- 11.6.** Eltérő perspektívák, eltérő értelmezési stratégiák kiaknázása: a "vegyes" csapatok és szervezetek kreativitása, innovációs potenciálja.
- 11.7.** Csoportos problémamegoldás Action Learning módszerrel a gyakorlatban.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások legalább 75 %-án részt venni. Az elfogadható hiányzások mértéke 25%, az e feletti távolmaradás esetén a tantárgy oktatója által meghatározott feladatot szükséges teljesíteni. A feladat olyan írásbeli beadandó jelent, melyet a szorgalmi időszak végéig kell teljesíteni a tantárgyi tematikában jelölt valamely témában.

**14. Term assignments, testing knowledge:**

A projektmunkák érkelése az érintett óra végén történik. Az értékelésnél előnyt jelent a felhasznált források gazdagsága, a több szempontból történő elemzés, az önálló, kritikai gondolkodás. Az órán történő aktivitás a teljes kurzusra vonatkozik, ennek értékelése a kurzus végén történik.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A hallgató köteles a foglalkozások legalább 75 %-án részt venni.

**15.2. Evaluation:**

Aktív részvétel 50%, páros vagy kiscsoportos munkában esettanulmányok készítése 50%.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Lillian H. Chaney - Jeanette S. Martin (2014) Intercultural Business Communication. 6th Edition. Pearson.
2. Mai Nguyen-Phuong-Mai Intercultural Communication. An Interdisciplinary Approach: When Neurons, Genes, and Evolution Joined the Discourse. ISBN 9789462985414. Amsterdam University Press. 2017
3. Thomas, David C., and Mark F. Peterson (2014) Cross-Cultural Management. 3d ed. Thousand Oaks, CA: SAGE ISBN 10: 1452257507

**16.2. Recommended readings:**

1. French, Ray (2010): Cross-Cultural Management in Work. ISBN: ISBN-10: 1843982439

Dr. Ágnes JENEI, PhD, associate professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** ÁKNGTE54
- 2. Course title:** International Finance
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Szabolcs PÁSZTOR, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The student gets an insight into the most important questions in international finance and the European monetary integration as well.
- 9. Competences to be achieved:**

**Knowledge:** The student knows the most important definitions and theories of the field. He/She is capable of understanding the relevant questions in a critical way.

**Capabilities:** The student is able to use his/her theoretical knowled in practice as well. Individual problem solving is also reached.

**Attitude:** The student gets an insight into the importance of the field during the semester and his view is shaped in order to understand the importance of the course in understanding complex systems.

**Autonomy and responsibility:** After attending the course the student will be capable of supplementing the international and complex projects with the acquired knowledge.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** A nemzeti jövedelem elszámolása és a fizetési mérleg
  - 11.2.** Árfolyam és devizapiac: az árfolyam-alakulás tőkepiaci megközelítése
  - 11.3.** Pénz, kamatláb és valutaárfolyam
  - 11.4.** Árszínvonal és valutaárfolyam hosszú távon
  - 11.5.** Kibocsátás és devizaárfolyam rövid távon

- 11.6.** Rögzített árfolyam és devizapiaci intervenció
- 11.7.** Nemzetközi pénzügyi rendszer 1870 és 1973 között
- 11.8.** Gazdaságpolitika és koordináció a lebegő árfolyamok rendszerében
- 11.9.** Optimális valutaövezetek és az európai tanulságok
- 11.10.** Globális tőkepiac: teljesítmény és gazdaságpolitikai problémák
- 11.11.** Árfolyamok és árfolyamkockázatok: az árfolyamkockázatok kezelésének technikái
- 11.12.** Részvények, részvénytőzsdék és a piaci hatékonyság
- 11.13.** Nemzetközi pénzügyi válságok és a 2008-as pénzügyi válság, a fejlődő országok kérdése
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Az előadások folyamatos látogatása maximum két hiányzással és a gyakorlatokon való aktív részvétel maximum két hiányzással. Igazolással további egy hiányzás igazolható. Az igazolások a munkaadótól, vagy orvostól kérhetőek, a hiányzás után azonnali pótlás szükséges.
- 14. Term assignments, testing knowledge:**  
Egy darab félévközi feladatsor megírása a félév 7-ik hetében a korábban elhangzott témakörökből.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
Az aláírás feltétele az előadásokon és a gyakorlatokon történő aktív részvétel a maximális hiányzások figyelembevételével és a félévközi teszt megírásával.
- 15.2. Evaluation:**  
Írásbeli. A félév közben és végén írásbeli dolgozat, a megszervezett ponton alapján ötfokozatú érdemjeggyel. 100 pontos kollokvium, elégséges (2) 61 ponttól (százaléktól) szerezhető. 61-70 elégséges (2), 71-80 közepes (3), 81-90 jó (4), 91-100 jeles (5).
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (K).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Krugman, P. R. – Obstfeld, M. (2003): Nemzetközi gazdaságtan – Elmélet és gyakorlat, Panem Kiadó
  2. Lőrinczné Istvánffy Hajna (2004): Nemzetközi pénzügyek. Aula Kiadó Kft. ISBN 9789639585072
- 16.2. Recommended readings:**
1. Csáki, Gy. (2017): Nemzetközi gazdaságtan. Napvilág Kiadó Kft. ISBN: 9789633841761
  2. Cassis, Y. - Wojcik, D. (2019): Nemzetközi pénzügyi központok - A globális pénzügyi válság és Brexit után. Pallas Athéné Könyvkiadó Kft. ISBN 9786155884504

Budapest, 5th January 2021

Dr. Szabolcs PÁSZTOR, PhD, associate professor  
Signed with her/his own hand



**CURRICULUM**

- 1. Course Code:** ÁKNGTE52
- 2. Course title:** International Political Economy
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Viktória VÁSÁRY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Since the 1970s, International Political Economy (IPE) has developed as an independent sub-discipline in International Relations and analyses the relationship between politics and economics within a global context. In other words, IPE studies problems that arise from or affected by the interaction between states, markets, institutions and societies and particularly investigates the political battle between winners and losers of global economic exchange. IPE explores a set of related questions that arise from issues such as international trade, international monetary system, international finance, relations between wealthier and poorer countries, economic development, the role of multinational corporations, evolution of regional integrations and the problems of hegemony along with the consequences of economic globalization. Understanding developments in the global economy requires us to draw on economic theory, explore domestic politics, examine the dynamics of political interactions between governments, and familiarize ourselves with international economic organizations. In doing so, IPE is interdisciplinary by its very nature. The aim of this course is for students to obtain in-depth knowledge about the functioning of the world economy by applying diverse theories, methodologies and empirical issues of IPE. The course consists of three fundamental blocks. Firstly, the course provides a comprehensive introduction to the main perspectives of IPE: varieties of disciplines (political economy, economics, international economics, and international relations) and positioning IPE; main theoretical approaches (realism/mercantilism, liberalism and structural/critical approaches) and alternative theories; schools of IPE (American vs British, old vs new), methodological and empirical issues of IPE and national systems of political economy (also known as varieties of capitalism). Secondly, the course examines the traditional structures and sectoral issues of IPE: international trading, monetary and financial system, multinational corporations and the globalization of production, economic development and regionalism. Thirdly, the course evaluates actual global challenges of the post-crisis era: a new global order and global governance; climate change and environmental challenges; and challenges of globalization, income

inequality, economic insecurity and migration. And finally, the course ends with a summary.

## **9. Competences to be achieved:**

**Knowledge:** The student is familiar with the key concepts and context of international political economy. The student understands the interactions between politics and economics in theory and practice.

**Capabilities:** The student is capable of interpreting and shaping international and European integration and decision-making processes. The student is capable of participating in the work of international organisations and institutions.

**Attitude:** His/her personal attitude is characterized by the ability to process information, consciousness in methodology.

**Autonomy and responsibility:** He/she is committed to serving and representing the goals and interests of the international organisation or public service he/she works for. He/she interacts with expertise in all organisational and institutional activities.

## **10. Required previous studies: -**

### **11. The syllabus of the subject:**

- 11.1. Introduction: Varieties of disciplines and IPE (political economy, economics, international economics and international relations)
- 11.2. The concept of IPE - theoretical approaches, alternative theories and schools of IPE
- 11.3. The concept of IPE - methodological and empirical issues of IPE
- 11.4. National systems of political economy - Varieties of Capitalism
- 11.5. International trading system
- 11.6. International monetary system
- 11.7. International financial system
- 11.8. Multinational corporations and the globalization of production
- 11.9. Economic development
- 11.10. Regional integrations
- 11.11. Globalization, international organizations and global governance
- 11.12. Global challenges - climate change, environmental challenges, energy and natural resources
- 11.13. Global challenges - post-crisis global order (winners and losers of globalization, the return of statism, income inequality, economic insecurity and migration)
- 11.14. Summary

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

### **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Mandatory (participation rate over 75%)

### **14. Term assignments, testing knowledge:**

none

### **15. The exact conditions of testing knowledge, obtaining signature or credits:**

#### **15.1. The exact conditions of obtaining signature:**

Participation rate over 75%

### **15.2. Evaluation:**

Final grade is based upon a written exam (shortly open questions) for 100 points total. Grading scale: 51% 2; 63% 3; 75% 4; 87% 5.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Robert Gilpin: Global Political Economy - Understanding the International Economic Order, Princeton University Press, Princeton and Oxford, 2001.
2. Thomas Oatley: International Political Economy (Sixth Edition), Routledge, New York and London, 2019.

### **16.2. Recommended readings:**

1. Mark Blyth: Routledge Handbook of International Political Economy (IPE) - IPE as a global conversation, Routledge, New York & London, 2009.
2. Ha-Joon Chang: Institutional Change and Economic Development, United Nations University Press, New York, 2007.
3. Benjamin J. Cohen: International Political Economy - An Intellectual History, Princeton University Press, Princeton & Oxford, 2008.
4. Benjamin J. Cohen: Global Monetary Governance, Routledge, London & New York, 2008.
5. Daniel W. Drezner: All Politics is Global - Explaining International Regulatory Regimes. Princeton University Press, Princeton & Oxford, 2007.
6. Manuela Moschella and Catherine Weaver: Handbook of Global Economic Governance - Players, power and paradigms, Routledge, London & New York, 2014.
7. Robert O'Brian and Marc Williams: Global Political Economy - Evolution & Dynamics, Palgrave, New York, 2016.

Budapest, 30th November 2022

Dr. Viktória VÁSÁRY, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNJTE54
- 2. Course title:** International Protection of Minority Rights
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Balázs VIZI, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course provides an overview on the architecture of international minority rights law as well as highlights the most important aspects of it. Relevant international treaties such as the Framework Convention for the Protection of National Minorities, the European Charter of Regional and Minority Languages, the ICCPR and their monitoring mechanisms are going to be studied thoroughly.
- 9. Competences to be achieved:**

**Knowledge:** Students will be familiar with international minority protection norms and their interpretative context.

**Capabilities:** Will be able to analyse and understand with appropriate empathic and sensitive approach specific minority issues from an international perspective

**Attitude:** Students will be determined in facing ethnic, national diversity issues in an empathic way

**Autonomy and responsibility:** Students will be capable to work with the international and EU mechanisms relevant for minority rights protection
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Minority issues and their legal and political background - brief history of international concern for minorities - the international protection of human rights and minority rights - peoples' rights and minority rights - the definition of "minority": individual and collective approaches
  - 11.2.** Human rights and minority rights - the right to existence and non-discrimination in the UN documents - European instruments on human rights protection (especially the relevance of the European Convention for the Protection of Human Rights and Fundamental Freedoms, and the

minority relevant judgements of the European Court of Human Rights) - state-sovereignty and self-determination: conflicting principles?- the right to identity and its protection

**11.3.** Regional minority protection instruments in Europe: treaties and international supervision / The Council of Europe - the European Charter for Regional and Minority Languages: the structure of the Charter, the main entitlements available to minorities under the Charter and its supervising mechanism - Framework Convention for the Protection of National Minorities: the structure of the Convention, the main entitlements available to minorities and its supervising mechanism / The OSCE - role of CSCE/OSCE and its main documents relevant for minorities: the Copenhagen Document, the Helsinki Document, etc. - the OSCE High Commissioner on National Minorities: its tasks and activities / The European Union - EU enlargement and minority protection conditionality - EU foreign policy and minority issues - the fundamental principles of the EU and minorities in the EU

**11.4.** Realising protection: international supervision and domestic dimensions - cultural and territorial autonomy and minorities (the case of Hungary, South-Tyrol and Finland)

**11.5.** The rights of indigenous peoples - self-determination, territorial claims, protection of indigenous culture, the impact of the 2007 UN Declaration

**12.** **The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13.** **Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles legalább a foglalkozások 66%-án részt venni.

**14.** **Term assignments, testing knowledge:**

kiselőadás, prezentáció

**15.** **The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1.** **The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a tanórák 66%-án való részvétel

**15.2.** **Evaluation:**

gyakorlati jegy

**15.3.** **The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).

**16.** **Bibliography:**

**16.1.** **Compulsory readings:**

**16.2.** **Recommended readings:**

1. Allen, S. - Xanthaki, A. eds.: Reflections on the UN Declaration on the Rights of Indigenous Peoples. Oxford, Hart, 2014. ISBN: 9781841138787, 620 pages;
2. Anaya, S. J.: Indigenous Peoples in International Law. Oxford, Oxford University Press, 2004. 2nd ed. ISBN 9780195173505, 408 pages

Budapest, 5th January 2021

Dr. Balázs VIZI, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁKKTE114
- 2. Course title:** Introduction to public policy
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Governance and Public Policy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Márton GELLÉN, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of the course is to teach the students the basic notions of public policy as an academic discipline including its models, instruments and main descriptive theoretical approaches. The course puts emphasis on presenting public policy issues as real life phenomena. Public policy problem identification and processing are emphasized during the course that equips students with necessary knowledge and skills to join policy implementation.
- 9. Competences to be achieved:**

**Knowledge:** There is a tendency in the public administration systems of the 21st century that public efforts carried out for state interest and public interest are scientifically examined in their substance. Students get familiar with the basic notions and with the mindset of public policy. They become able to approach state actions aiming to serve public interest in a result-oriented, analytic manner.

**Capabilities:** Students become able to apply public policy conceptual frameworks and approaches as skills.

**Attitude:** Students develop an attitude of not taking social phenomena as given. They discern the internal structures of social realities and become able to identify the possibilities of change.

**Autonomy and responsibility:** Students make steps towards formulating independent questions on public policies. They become able to imagine what it is like to face one's dilemmas in various decision-making situations.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**

- 11.1. A tárgy tartalma: a közpolitika meghatározása, fogalmi elemei. Közpolitika mint gyakorlati tevékenység és mint tudományos diszciplína
- 11.2. A közpolitika célja
- 11.3. A közpolitika eszközei
- 11.4. A közpolitika szereplői
- 11.5. Közpolitika mint folyamat
- 11.6. Közpolitikai modellek
- 11.7. A tematizáció
- 11.8. A közpolitikai probléma meghatározása, közpolitikai tervezés
- 11.9. Alternatívák kidolgozása és értékelése a közpolitikában
- 11.10. A közpolitikai döntés
- 11.11. Megvalósítás a közpolitikában. Programalkotás és végrehajtás
- 11.12. Értékelés a közpolitikában
- 11.13. Értékek a közpolitikában
- 11.14. Mi a helyes közpolitika?

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A tantervben meghatározottak szerint.

**14. Term assignments, testing knowledge:**

Két zárthelyi dolgozat, legalább két tanulócsoporthoz elkészített házi feladat, amennyiben a csoportlétszám nem haladja meg a 20 főt.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az órákon való aktív részvétel, az órákon kiadott házi feladatok végrehajtása. Legfeljebb két hiányzás lehetséges.

**15.2. Evaluation:**

Vizsgán való eredményes részvétel vagy megajánlott jegy, amennyiben az órai teljesítmény ezt lehetővé teszi.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Christoph Knill & Jale Tosun: Public Policy. A New Introduction. Palgrave Macmillan, London, UK, 2012, ISBN: 978-0-230-27839-4

**16.2. Recommended readings:**

1. Hosszú Hortenzia – Gellén Márton – Szabó Tamás: Közpolitika – Bevezetés, összehasonlítás, fejlesztés, Wolters Kluwer, Budapest, 2016

Budapest, 5th January 2021

Dr. Márton GELLÉN, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁEKMTE62

**2. Course title:** Judicial Protection in the European Union

**3. Credit value and course structure:**

**3.1.** 2 credit

**3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Public and Private Law

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Endre ORBÁN PhD, senior lecturer

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 28 (28 LEC + 0 SEM)

7.1.2. Part time course: 8 (8 LEC + 0 SEM)

**7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)

**7.3.** Further special or unique methods applied throughout of the course: -

**8. The academic content of the subject:** The purpose of the course is to introduce students to the so-called multilayered judicial protection, which seems to be a concrete realisation of the multi-level constitutional design. Within this framework, the national constitutional remedies will be examined first, followed by those based on international law, with a focus on the European Court of Human Rights in Strasbourg, and finally, within the European Union. These three levels should be examined individually, as well as in terms of their interaction and interaction.

**9. Competences to be achieved:**

**Knowledge:** Students have in-depth knowledge of the nature of judicial protection, of domestic and international proceedings, and of certain priority cases.

**Capabilities:** Students are able to analyze legally relevant constitutional dilemmas and, where appropriate, to select the appropriate forum and procedure for any problem that may arise.

**Attitude:** Students seek to apply the comprehensive knowledge acquired at systemic level and sees the functioning of multi-level redress as one and looks critically at its shortcomings.

**Autonomy and responsibility:** Students represent their professional opinion and position independently, present it in a credible and argumentative way.

**10. Required previous studies:** -

**11. The syllabus of the subject:**

**11.1.** Judicial protection - an introduction (Bírói jogvédelem - bevezetés)

**11.2.** Access to justice as a human right (A joghoz való hozzáférés mint alapjog)

**11.3.** Constitutional adjudication I: judicial review (Alkotmánybíraskodás I.: normakontroll)

- 11.4.** Constitutional adjudication II: constitutional complaints (Alkotmánybíráskodás II.: alkotmányjogi panaszok)
- 11.5.** The role of international organs and of cross-referencing in judicial protection (A nemzetközi szervezetek és a kereszthivatkozások szerepe a bírói jogvédelemben)
- 11.6.** Constitutional pluralism and the principle of subsidiarity (Alkotmányos pluralizmus és a szubszidiaritás elve)
- 11.7.** The role of the ECHR and the concept of 'effective remedy' (A EJEB szerepe és a hatékony jogorvoslat fogalma)
- 11.8.** The role of preliminary ruling procedures in judicial protection (Az előzetes döntéshozatal szerepe a bírói jogvédelemben)
- 11.9.** The Plaumann test (A Plaumann teszt)
- 11.10.** Infringement procedures in judicial protection (Kötelezettségszegési eljárások a bírói jogvédelemben)
- 11.11.** Fair trial and the independence of the judiciary (A tisztességes eljárás és a bíróságok függetlensége)
- 11.12.** Fundamental rights within the European Constitutional Area I: the right to human dignity (Alapvető jogok az európai alkotmányos térben I.: az emberi méltósághoz való jog)
- 11.13.** Fundamental rights within the European Constitutional Area II: freedom of speech (Alapvető jogok az európai alkotmányos térben II.: véleménynyilvánítás szabadsága)
- 11.14.** Fundamental rights within the European Constitutional Area III: freedom of peaceful assembly (Alapvető jogok az európai alkotmányos térben III.: a békés gyülekezéshez való jog)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The student is required to attend 75% of the lessons. Short / long absences (due to medical, service reasons) may be compensated for by a written report on the subject, as required by the instructor. (A hallgató köteles az órák 75%-án jelen lenni. A rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható az oktató által kijelölt, a tematikához kapcsolódó írásbeli beszámoló benyújtásával.)

**14. Term assignments, testing knowledge:**

The student is obliged to: 1. participate actively in the class; 2. to make a presentation based on a topic of the course; 3. write a test paper at the end of the semester. (A hallgató köteles 1. az órán aktívan részt venni; 2. a számára a tematika alapján kijelölt kiselőadást, prezentációt bemutatni; 3. a félév végén esedékes zárthelyi dolgozatot megírni.)

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Participation in classes as defined in the Terms and Conditions for Participation in Occupations is a prerequisite for obtaining a signature. (Az aláírás megszerzésének feltétele a tanórákon való részvétel a Foglalkozásokon való részvétel feltételei című pont alatt meghatározottak szerint.)

**15.2. Evaluation:**

The final evaluation consists of two parts. 50% of the evaluation is based on the individual thematic presentations. The remaining 50% is based on the grade given for the final test at the end of the semester. The score below 60% of the maximum score is insufficient (fail); between 61% and 70% is sufficient (pass); between 71% and 80% is average; 81-90% is good; above this is very good. (A végső értékelés két részből áll össze. 50%-át a tematika alapján meghatározott kiselőadások, illetve

prezentációk értékelése képezi. A fennmaradó 50% alapja a félév végén esedékes zárthelyi dolgozatra kapott osztályzat. A zárthelyi írásbeli dolgozat a maximális pontszám 60%-ig elégtelen; 61-70%-a között elégséges; 71-80%-a között közepes; 81-90%-a között jó; e felett jeles.)

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam Mid term mark (ÉÉ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Jan Komárek: The place of constitutional courts in the EU. *E.C.L. Review* 2013, 9(3), 420-450. ISSN 1574-0196
2. Wojciech Sadurski: 'Solange, Chapter 3': Constitutional Courts in Central Europe – Democracy – European Union. *European Law Journal*, Vol. 14, No. 1, January 2008, 1–35. ISSN 1468-0386
3. Mathias Hong: Human dignity, identity review of the European arrest warrant and the Court of Justice as a listener in the dialogue of courts: Solange-III and Aranyosi. *E.C.L. Review* 2016, 12(3), 549-563. ISSN 1574-0196

### **16.2. Recommended readings:**

1. Sonnevend Pál: International Law, European Law and the National Constitution – The Different Roles of Multilevel Constitutionalism in Preserving Common Constitutional Values. In: Fejes Zsuzsanna – Török Bernát (szerk.): *Suum cuique: ünnepi tanulmányok Paczolay Péter 60. születésnapja tiszteletére*. Pólay Elemér Alapítvány, Szeged, 2016. 642-657. ISBN 978-615-5411-34-2
2. Luis Arroyo Jiménez: Constitutional Empathy and Judicial Dialogue In The European Union. *European Public Law* 24, No. 1 (2018): 57-72. ISSN 1354-3725

Budapest, 5th January 2021

Dr. Endre ORBÁN, Phd, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNJTE51
- 2. Course title:** Kin-state politics and policy
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Norbert TÓTH, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course presents the features of Hungary's kin-state policy and policies.
- 9. Competences to be achieved:**

**Knowledge:** Students are going to be aware of the essence of Hungary's kins-state politics and policies as well as the situation of these minority groups.

**Capabilities:** Students become able to interpret the situation of Hungarians living abroad without bias.

**Attitude:** Students will become more sensitive towards the problems of national minorities.

**Autonomy and responsibility:** The course enables students to work with due diligence in conducting international affairs.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** A nemzetpolitika alapjai (Fundamentals of Kin-State politics and policies)
  - 11.2.** Magyarok kisebbségben (Hungarians in a minority position)
  - 11.3.** A nemzetpolitikai nemzetközi jogi és uniós jogi keretei (International and EU legal framework of Kin-State politics and policies)
  - 11.4.** A szomszédos országok politikai rendszere, külföldi magyar pártok, szervezetek 1-7. (Political system of Hungary's neighbors and the political parties and organizations of Hungarians living abroad)

- 11.5.** A külföldi magyarok demográfiája (Demographics of Hungarians living abroad)6. Külföldi magyar oktatás (Education of Hungarians living abroad)
- 11.6.** A külföldi magyarok magyar állampolgárságának kérdése (Hungarian citizenship of Hungarians living abroad)
- 11.7.** Nemzetpolitikai igazgatás (Administration of Kin-State-politics and policies)
- 12.** **The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13.** **Requirements of attendance, acceptable absence, opportunity for making up missed classes:**
- 14.** **Term assignments, testing knowledge:**  
Minden hallgató köteles, egy az oktató által megjelölt témában előadást tartani a félév során. Az értékelés ötfokú skálán történik.
- 15.** **The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1.** **The exact conditions of obtaining signature:**  
Órai jelenlét (legalább az órák 75 százalékán kötelező). Hiányzást igazolni csak rendkívüli okra (egészségügy vagy vis maior) hivatkozva lehet.
- 15.2.** **Evaluation:**  
Az órai jelenlét mellett minden hallgató köteles, egy az oktató által megjelölt témában előadást tartani a félév során. Az értékelés ötfokú skálán történik.
- 15.3.** **The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam Mid term mark (ÉÉ).
- 16.** **Bibliography:**
- 16.1.** **Compulsory readings:**
1. Zoltán Kántor (ed.): Autonomies in Europe: Solutions and Challenges L'Harmattan Kiadó, 2014.
  2. Zoltán Kántor (ed.): The situation and rights of national minorities in Europe. L'Harmattan Kiadó, 2016.
- 16.2.** **Recommended readings:**

Budapest, 5th January 2021

Dr. Norbert TÓTH, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁTKTM17
- 2. Course title:** Legal aspects of Space Activities
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Balázs BARTÓKI-GÖNCZY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (14 LEC + 0 SEM)
    - 7.1.2. Part time course: 4 (4 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (1 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** Space activities (telecommunications, earth observation, military purposes, navigation systems, research) are playing an increasingly important role in the information society. The aim of the course is to familiarize students with the basics of space use, relevant international and national legal rules, with special emphasis on problems related to the emergence of private market players.
- 9. Competences to be achieved:**

**Knowledge:** Knows the most important tools for using space, the basics of space communication and the most important international and national legal knowledge, international organizations

**Capabilities:** Able to understand the functioning of electronic communications markets, to be able to understand the key issues of regulation of electronic communications markets

**Attitude:** Optimism, positive attitude, ambition and curiosity., Interest in digital rights.

**Autonomy and responsibility:** In social and public affairs, he or she exhibits a responsible attitude towards employees and subordinates.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** The Outer Space and the history of its conquest.
  - 11.2.** International Conventions and Recommendations of the United Nations.
  - 11.3.** European Space Policy 4. Legal and Regulatory Issues of Satellite Telecommunications.
  - 11.4.** Legal Issues of Military Use of Outer Space.

**11.5.** Earth Observation, Satellite Navigation, Launch Services and insurance from a legal perspective.

**11.6.** Legal and regulatory challenges of the 'new space' era.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Követelmény a tanórákon történő részvétel. A hallgató köteles a foglalkozások legalább 75%-án részt venni. Az elfogadható hiányzások mértéke 25%, az e feletti távolmaradás esetén a tantárgy oktatója által meghatározott feladatot szükséges teljesíteni.

**14. Term assignments, testing knowledge:**

Nincsen félévközi feladat.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A Foglalkozásokon való részvétel, valamint aktív órai jelenlét.

**15.2. Evaluation:**

Írásbeli beszámoló vagy jogesetmegoldás, a tantárgyi programban meghatározott témakörben.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Frans von der Dunk: Legal aspects of Satellite Communications - a mini handbook, Space, Cyber, and Telecommunications Law, 9-2015., Carl Q. Christol: International Liability for Damage Caused by Space Objects, The American Journal of International Law, 1980, 346-371.

**16.2. Recommended readings:**

1. Frans von der Dunk - Fabio Tronchetti (ed.): Handbook of Space Law, Northampton, Elgar Publishing, 2017, ISBN: 1784713638

Budapest, 5th January 2021

Dr. Balázs BARTÓKI-GÖNCZY, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁEETV15
- 2. Course title:** Les outils de la gestion des ressources humaines dans la fonction publique
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Zoltán HAZAFI, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** L'objectif du cours est de présenter une démarche à suivre pour traiter les aspects RH liés à la transformation d'un service : évolution forte des missions, changement de périmètres, restructurations... en s'appuyant sur les bonnes pratiques, publications et savoir-faire existants.
- 9. Competences to be achieved:**

**Knowledge:**

**Capabilities:**

**Attitude:**

**Autonomy and responsibility:**
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Les règles fondamentales à garder à l'esprit tout au long de la transformation du service
  - 11.2.** Traduction des enjeux et précision du cible
  - 11.3.** Mesure des impacts sur le personnel et la situation professionnelle.
  - 11.4.** L'accompagnement des encadrants et des agents
  - 11.5.** Évaluation de la transformation
  - 11.6.** L'analyse des données de RH
  - 11.7.** La comparaison de la fonction publique française et hongroise

- 11.8.** La modernisation de RH dans la fonction publique hongroise
- 11.9.** La modernisation de la fonction publique française
- 11.10.** Les méthodes de l'accompagnement des encadrents: Coaching individuel, coaching collectif, coodéveleppment, le tutorat, le mentorat, mentorat inversé
- 11.11.** Étude de cas (1)
- 11.12.** Étude de cas (2)
- 11.13.** Étude de cas (3)
- 11.14.** Synthèse
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
La participation aux cours est obligatoire mais une absence de 25% est toléré. L'absence dépassant la limite tolérée peut être rattrapée par les devoirs écrits avec l'autorisation de l'enseignant.
- 14. Term assignments, testing knowledge:**  
Contrôle des connaissances de semestre: préparation d'un rapport (4-6 pages) selon l'étude de cas choisi, au sein d'un groupe de travail.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
La participation aux cours et à la préparation du rapport de l'étude de cas.
- 15.2. Evaluation:**  
L'obtient de la "signature" validant les connaissances acquises et au moins une note "passable".
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Mener à bien la transformation d'un service Acteurs, étapes et méthodologies RH pour conduire et accompagner le changement 2018
- 16.2. Recommended readings:**
1. Guide de l'accompagnement à la fonction managériale dans la fonction publique de l'État

Budapest, 5th January 2021

Dr. Zoltán HAZAFI, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEUTTM29
- 2. Course title:** Megatrends and the prospects of the European integration
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Attila MARJÁN, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course discusses the most important global megatrends that are and will be determining the development path of the European integration. Apart from regularly analysed geopolitical issues such as post-Pax-Americana order and strategic autonomy, the course also introduces issues such as climate change, demographic ageing, robotization, etc. focussing on the potential impact of these factors on the future of the EU.
- 9. Competences to be achieved:**

**Knowledge:** He/ she is familiar with the relational system of the most significant conflicts and crises of 21st century world politics.

**Capabilities:** He/she is familiar with the acquired interdisciplinary knowledge, foreign policy analysis of a given world political conflict and crisis.

**Attitude:** His/her personal attitude is characterized by perceptiveness, creativity and awareness of methodologies.

**Autonomy and responsibility:** He/she is an independent and responsible person in the academic life of his/her professional field, and represents its professional principles and research results in every possible forum.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Introduction to the main societal, political, economic and ecological trends of the 21st century.
  - 11.2.** Introduction 2, plus methodological guidance
  - 11.3.** Post Pax-Americana and its global consequences

- 11.4. „Black Swan” Events
  - 11.5. European strategic autonomy
  - 11.6. Demographic trends, and the differences in age-trees of different parts of the world
  - 11.7. Ageing and unsustainability, the pension time-bomb
  - 11.8. Sustained, long-term migration pressure on Europe
  - 11.9. Climate change, water insecurity and climate migration
  - 11.10. Artificial intelligence and robotization: economic and societal consequences
  - 11.11. Change in the perception of politics and democracy in the West
  - 11.12. Global overpopulation and pandemics
  - 11.13. Megatrend driven political, economic and institutional challenges for the EU
  - 11.14. Scenario mapping.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
A foglalkozásokon történő részvétel legalább az órák 75 százalékán, igazolatlan hiányzás nem pótolható, igazolt hiányzás pótolható kisdolgozattal az adott óra témájából.
- 14. Term assignments, testing knowledge:**  
Az érdemjegy a hallgatói prezentációból (50%) és egy 5-8 oldalas elemzés (50%) elkészítéséből tevődik össze. A hallgatói prezentáció egy választott témából 10-15 perces, kérdésekre adott válaszokkal kiegészített. Az elemzésnél törekedni kell a formális deskriptív megközelítés meghaladására: problémaorientált, az összefüggéseket kifejtő módszer alkalmazásával.
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
Az aláírás megszerzésének feltétele az órákon legalább 75%-án történő részvétel.
- 15.2. Evaluation:**  
A kreditek megszerzésének feltétele az aláírás megszerzése és gyakorlati jegy (GYJ).
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Stefan Hajkowitz: Global Megatrends: Seven Patterns of Change Shaping our Future. CSIRO Publishing. 2015. ISBN13 9781486301409.
  2. Marján Attila: The Middle of the Map. John Harper Publishing, London, 2011. ISBN: 0956450849
- 16.2. Recommended readings:**
1. Statistics, other material distributed at class.

Dr. Attila MARJÁN, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNKDM18
- 2. Course title:** Mexican and Central American Studies
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Military Science and Officer Training, Department of International Security Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Mónika SZENTE-VARGA, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of the course is to deepen and widen the knowledge of students with respect to Mexico and the Central American landstrip and the Caribbean, in the fields of geography, economy, history and culture. Each week the lives of two personalities are examined: women and men; politicians, writers and artists are portrayed. Countries are approached and investigated via the biographies. Country studies are presented by the lecturer, whereas biographies are prepared by the students. Classes are interactive.
- 9. Competences to be achieved:**

**Knowledge:** Students have a thorough knowledge of the relational system of the most significant conflicts and crises in Mexico and the Central American isthmus and the Caribbean of the 20th and 21st centuries.

**Capabilities:** Students are capable of examining and analyzing domestic and foreign sources in social sciences related to 20-21st-century social and political processes on the American continent, as well as of the practical application of the conclusions drawn their professional work. They can analyse a given American regional conflict or crisis with the acquired interdisciplinary knowledge.

**Attitude:** The attitude of students is characterized by openness and tolerance to the views, mental attitude and lifestyle of people belonging to other social groups.

**Autonomy and responsibility:** They undertake responsibly to present their professional knowledge to the participants of social forums in an easily understandable way.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Földrajzi és történeti bevezetés (Geographical and historic aspects – an introduction)

- 11.2. Mexikó – Diego Rivera és Frida Kahlo (Mexico – Diego Rivera and Frida Kahlo)
- 11.3. Mexikó - Luis Echeverría Álvarez, Carlos Salinas de Gortari (PRI) (Mexico - Luis Echeverría Álvarez, Carlos Salinas de Gortari (PRI))
- 11.4. Mexikó – Cuauhtémoc Cárdenas és Andrés Manuel López Obrador (PRD, MORENA) (Mexico – Cuauhtémoc Cárdenas and Andrés Manuel López Obrador (PRD, MORENA))
- 11.5. Mexikó - Vicente Fox, Felipe Calderón (PAN) (Mexico - Vicente Fox, Felipe Calderón (PAN))
- 11.6. Kuba - Fidel Castro és Ernesto Che Guevara (Cuba - Fidel Castro and Ernesto Che Guevara)
- 11.7. Haiti – Francois Duvalier és Jean-Claude Duvalier (Haiti – Francois Duvalier and Jean-Claude Duvalier)
- 11.8. Panama – Omar Torrijos és Manuel Noriega (Panama – Omar Torrijos and Manuel Noriega)
- 11.9. Nicaragua – Augusto César Sandino és Daniel Ortega (Nicaragua – Augusto César Sandino and Daniel Ortega)
- 11.10. Guatemala – Miguel Ángel Asturias és Rigoberta Menchú (Guatemala – Miguel Ángel Asturias and Rigoberta Menchú)
- 11.11. Diákok által választott ország (Country chosen by the students)
- 11.12. Nők a latin-amerikai politikai életben (Women in Latin American political life)
- 11.13. Zárthelyi dolgozat (In-class test)
- 11.14. Áttekintés. Javítási lehetőség (Evaluation. In-class test for those who missed the first one.)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

It is obligatory to attend at least 50% of the classes. In case of absence, it is necessary to coordinate with the course instructor to make up for the missed material.

**14. Term assignments, testing knowledge:**

For full-time students: oral presentation and in-class test (for further details, see the exact conditions for obtaining signature and credits). For part-time students: oral presentation and home essay (for further details, see the exact conditions for obtaining signature and credits).

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

10-15-minute oral presentation on a given Latin American personality. The topic is chosen during the first class of the semester and the concrete date of the presentation is assigned on the basis of the course programme, also at the beginning of the semester. Upon evaluating the presentations, the quality and quantity of sources used, the academic content of the task and the presentation style are taken into account.

**15.2. Evaluation:**

For full-time students: in-class test, based on course material and obligatory readings. Evaluation: below 60%: fail, 60-69%: sufficient, 70-79%: medium, 80-89%: good and 90% or above: excellent. The in-class test takes place in the last but one week of the term-time. It is possible to make up for the in-class test during the last week of the term-time.

For part-time students: written assignment at home: 6 000 - 8 000 characters, based on the scope of the course. Assignments must contain references and bibliography. Texts should be coherent, well-structured and written in style proper to academic articles. Plagiarism is an automatic fail. The deadline for handing in the essays is one month before the beginning of the exam period. Marks:

below 60%: fail, 60-69%: sufficient, 70-79%: medium, 80-89%: good and 90% or above: excellent.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

### **16. Bibliography:**

#### **16.1. Compulsory readings:**

1. Hamnett, B. (2019). Mexico in Perspective. In A Concise History of Mexico Cambridge: Cambridge University Press. 1-28. doi:10.1017/9781316795958.005
2. Smith, P. and Green J. (2019). Modern Latin America. New York: Oxford University Press. 60-114. (Chapters on modern Mexico and Central America)

#### **16.2. Recommended readings:**

1. Szente-Varga, M. and Sánchez Andrés, A. (2022). From the Normalization of Relations to Dwindling Interest and Indifference: Mexican-Hungarian Ties between 1974 and 1989. *East Central Europe* 49(1), 71-95.
2. Szente-Varga, M. (2015). Mexican and international reactions after the 2012 elections in Mexico. *Öt Kontinens: Az Új- és Jelenkori Egyetemes Történeti Tanszék Tudományos Közleményei* (2), 229-241

Budapest, 30th November 2022

Dr. Mónika SZENTE-VARGA, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁNKDM23
- 2. Course title:** Middle East and Central Eastern Europe
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Relations and Diplomacy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Erzsébet NAGYNE RÓZSA, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (0 LEC + 14 SEM)
    - 7.1.2. Part time course: 4 (0 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (0 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course gives an overview of the most important general questions and conflicts of the Middle East. The relations between Central Europe and the Middle East will also be discussed. Besides the lectures, the students will present on selected related topics.
- 9. Competences to be achieved:**

**Knowledge:** Is familiar with The characteristics of other cultural and political regions, basic knowledge of their countries as well as intercultural knowledge.

**Capabilities:** Is capable of analyzing international, European Union and Central European as well as regional processes, the interpretation and formulating of strategies.

**Attitude:** takes into consideration and critically evaluates the international developments, his/her attitude is characterized by a commitment to the goals and interests of the international organisation he/she works for.

**Autonomy and responsibility:** To constructively and confidently enforce interests within and outside the organisation, depending on his/her position in the organisation; giving priority to the goals and interests of Hungary or the given international organisation.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Introduction, the definition of the region;
  - 11.2.** General characteristics: demography, education, etc];
  - 11.3.** General characteristics: minorities - the Kurdish issue;
  - 11.4.** The transformation of the region: the Arab Spring and the Islamic State;

- 11.5. The Arab-Israeli conflict;
- 11.6. Libya;
- 11.7. Iran;
- 11.8. Cold War in the Persian Gulf;
- 11.9. Iraq;
- 11.10. Egypt;
- 11.11. Turkey;
- 11.12. The Euro-Mediterranean cooperation;
- 11.13. Central Europe and the Middle East;
- 11.14. Test

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
the absence from 3 classes is allowed

**14. Term assignments, testing knowledge:**

during the semester a PPT should be elaborated and presented in 10-15 minutes on a topic agreed upon with the lecturer

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

the pre-condition of the signature to the course is the participation in classes, the preparation and the presentation of the PPT

**15.2. Evaluation:**

40% of the mark will be calculated on the basis of the PPT and the presentation, 60% on the basis of the test written in the last class

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Arthutr Goldschmidt Jr: A Concise History of the Middle East, Westview Press, 2005, ISBN0813342759;
2. Erzsébet N. Rózsa-Máté Szalai (eds): The V4 and the Arab Middle East, Külügyi és Külgazdasági Intézet, Budapest, 2015, ISBN: 9789637039430;
3. Erzsébet N. Rózsa: From Barcelona to the Union for the Mediterranean, HIIA Papers 2010/9,

**16.2. Recommended readings:**

1. the papers on the website [www.menaraproject.eu](http://www.menaraproject.eu);
2. Lars, Berger ; Bernd, W Kubbig ; Erzsébet, N Rózsa ; Gülden, Ayman ; Meir, Javendanfar ; Irina, Zvyagelskaya: An Assertive and Besieged 'Hegemon of the Gulf' - The Islamic Republic of Iran at a Critical Juncture. POLICY BRIEFS FOR THE MIDDLE EAST CONFERENCE ON A WMD/DVS FREE ZONE 43 Paper: Policy\_Brief\_No.\_43 (2015);
3. Lars, Berger ; Bernd, W Kubbig ; Erzsébet, N Rózsa
4. The Arab Spring and the Three 'Hegemons of the Gulf': The Quest for Regional Primacy of

- Iran, Saudi Arabia, and Qatar in View of the Helsinki Conference
5. POLICY BRIEFS FOR THE MIDDLE EAST CONFERENCE ON A WMD/DVS FREE ZONE  
2015 : 42 Paper: Policy\_Brief\_No.\_42 (2015)

Budapest, 5th January 2021

Dr. Erzsébet NAGYNÉ RÓZSA, PhD, professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁEUTTM31

**2. Course title:** Nations, Identity and Politics in Europe

**3. Credit value and course structure:**

**3.1.** 2 credit

**3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Studies

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Boglárka KOLLER, PhD, professor

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 28 (14 LEC + 14 SEM)

7.1.2. Part time course: 8 (4 LEC + 4 SEM)

**7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)

**7.3.** Further special or unique methods applied throughout of the course: -

**8. The academic content of the subject:** The aims of the course are to enquire into the nature and the origin of nations and nationalism and their relationship to politics and culture as well as to examine the changing character of collective identities and citizenship in Europe.

**9. Competences to be achieved:**

**Knowledge:** Understands and interprets the most important relations in social sciences, with confident practical use of the acquired knowledge.

**Capabilities:** Analyzing new scientific results, finding new facts and relations, and marketing his/her knowledge in the form of an independent professional concept with the acquired knowledge, in the segment of social issues which he/she researches.

**Attitude:** Making decisions independently and responsibly in work-related and social conflict situations, and representing the interests of those he/she is responsible for consistently.

**Autonomy and responsibility:** In his/her professional work, he/she protects responsibly the adherence to the strict ethical rules of researches and analyses in social sciences, and he/she undertakes to raise and answer new ethical issues.

**10. Required previous studies:** -

**11. The syllabus of the subject:**

**11.1.** Bevezetés, követelmények (Introduction, course outline)

**11.2.** Nemzet-, nacionalizmus- és identitás-elméletek (Theories of nations, nationalism and identity - invention and imagination in nation-building)

**11.3.** Európai integráció és identitás (European integration and the quest for European identity -

myths and misconceptions)

- 11.4. Európai identitás és az EU többszintű válsága (Current issues of European identity – multi-layer crisis in the 2000s)
- 11.5. Konstruktivista megközelítések az európai identitás értelmezésére (Constructing European identities? – the EU's pursuits).
- 11.6. Állampolgársági koncepciók (The philosophical concepts of citizenship)
- 11.7. Az állampolgárság változó karaktere a 21. században. (Changing character of citizenship in the 21st century. European citizens' feedback – Comparative analysis of survey data.)
- 11.8. A multikulturalizmus koncepciója és vitái (The concepts and debates of multiculturalism)
- 11.9. Befogadás és kirekesztés a bevándorlók és kisebbségek vonatkozásában (Inclusion and exclusion with special focus on immigrants and minorities)
- 11.10. Hogyan menedzselhető a diverzitás Európában? (How to manage diversity in Europe?)
- 11.11. Hallgatói prezentációk (Student presentations)
- 11.12. Hallgatói prezentációk (Student presentations)
- 11.13. Hallgatói prezentációk (Student presentations)
- 11.14. Hallgatói prezentációk (Student presentations)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

75%-os részvétel a tanórákban. A távollét igazolására orvosi vagy munkáltatói igazolás megküldése az okatató számára elektronikusan.

**14. Term assignments, testing knowledge:**

Referátum (50%) és a 10 oldalas házi dolgozat (50%).

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

75%-os részvétel a tanórákban. A távollét igazolására orvosi vagy munkáltatói igazolás megküldése az oktató számára elektronikusan.

**15.2. Evaluation:**

A hallgatók a referátumra (50%) és a 15 oldalas házi dolgozatra (50%) megajánlott jegyet kapnak, amennyiben a jegy nem felel meg a hallgató számára, úgy félév végén szóbeli vizsgát tehet.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. ÖZKRIMILI, Umut (2000): Theories of Nationalism. A Critical Introduction Macmillan Press Ltd., London, 12-63.
2. SMITH, Anthony D. (1998): Nationalism and Modernism. A critical survey of recent theories of nations and nationalism. Routledge. London and New York, 117-142.
3. HOBSBAWM, Eric & Ranger, Terence (1983): Invention of Tradition. Cambridge University Press, 1-14, 263-307
4. ANDERSON, Benedict (1991): Imagined Communities. 2nd edition, Verso, London, 1-46.
5. KOLLER Boglárka (2013): The fading civic identity of EU nationals In Ágh Attila and Vértes

András (eds.): European futures. The perspectives of the new member states, Budapest College of Communication and Business, 139-170. S S Andersen & K A Eliassen (Eds), Making policy in Europe, 2nd Edition, Sage, 2001.

**16.2. Recommended readings:**

1. Jeffrey T. Checkel - Peter J. Katzenstein (eds): European Identity. Cambridge University Press, 2009. ISBN: 978-0521709538
2. Triandafyllidou, Anna; Modood, Tariq; Meer, Nasar (eds): European Multiculturalisms: Cultural, religious and ethnic challenges. Edinburgh : Edinburgh University Press, 2012. ISBN: 9780748644520
3. Ayelet Shachar - Rainer Bauböck - Irene Bloemraad - Maarten Vink (eds): The Oxford Handbook of Citizenship. Oxford University Press ISBN: 0198805853 (only digital) - selected chapters
4. Selected journal articles provided by the lecturer

Budapest, 5th January 2021

Dr. Boglárka KOLLER, PhD, professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** ÁNJTB11
- 2. Course title:** Nelson Mandela World Human Rights Moot Court Competition Preparatory Course
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, BA and MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. András HÁRS, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: use of creative methodology as detailed in the course description attached

**The academic content of the subject:** The goal of the course is to provide an organized and planned preparation for the two students who were selected to represent Ludovika UPS at the Nelson Mandela World Human Rights Moot Court Competition. During the semester, the students will acquire knowledge regarding how the universal and regional human rights protection regimes function. Furthermore, the course aims to develop specific skills required for successful competing at the moot court competition such as legal writing and drafting, the methodology of legal research, rhetoric and argumentation techniques. The course is prepared and taught in English with the compulsory and recommended literature also available in English. The course heavily relies on creative methodology as enshrined in the attached course description and the continuous and active participation of students during activities such as case study analyses and presentation techniques under strict timeframes.

**8. Competences to be achieved:**

**Knowledge:** The student should possess the knowledge of how the human rights protection regime operates on the universal and regional level. Knows how to conduct research and can work with case law databases. Knows how to create a written memorial and possesses the necessary legal writing skills. The student has obtained knowledge on how to present their arguments in a timely and formal manner in front of a panel of judges and is able to think and articulate his/her argument in a heated oral exchange with members of the panel of evaluators.

**Capabilities:** Able to adequately apply the specific terminology of the course. Able to present his/her arguments to his/her peers concerning a human rights related matter. Able to filter relevant information and compile a written memorial based on a fictional case. Able to cooperate in a team

environment necessary to succeed in joint tasks. Capable of conducting individual research and prepare a sound, human rights-based, legal argumentation.

**Attitude:** Respects the opinion of others even they differ from his/her own. Critical about news presented by the ordinary media and uses professional sources for his/her work. Accepts that decision-making in a group can also be effective.

**Autonomy and responsibility:** Abides by and enforces professional standards. Able to correct his/her mistakes. Formulates professional proposals in an autonomous fashion.

**9. Required previous studies: -**

**10. The syllabus of the subject:**

- 10.1. Introduction, discussion of completion criteria and literature
- 10.2. Theoretical background of human rights
- 10.3. Universal protection of human rights – Human Rights Council, UPR
- 10.4. European Human Rights Regime – CoE and the ECtHR
- 10.5. African and Inter-American system of human rights protection
- 10.6. Methodology and practice of human rights case analysis
- 10.7. Legal research
- 10.8. Legal writing
- 10.9. Case study: the Nelson Mandela World Moot Court Competition fictional case
- 10.10. Memorial writing in theory and practice
- 10.11. Legal Argumentation
- 10.12. Legal Rhetoric
- 10.13. Presentations
- 10.14. Evaluation

**11. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**12. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Attends 75% of classes – missed classes can be supplanted by additional reading materials, short activities or brief assignments depending on the topic

**13. Term assignments, testing knowledge:**

Continuous work throughout the semester while preparing the written memorial – 3000 word length memorial per the rules of the Nelson Mandela competition to be written for both the applicant side and the respondent.

Preparing the oral pleadings for both sides in 15-30 min length.

**14. The exact conditions of testing knowledge, obtaining signature or credits:**

**14.1. The exact conditions of obtaining signature:**

Attendance – 75% of classes

**14.2. Evaluation:**

Completion of the written memorial for both the applicant and the respondent as well as the oral pleading for both sides – 360 degrees evaluation by the lecturer(s) and the students via discussion

**14.3. The exact conditions of obtaining credits:**

Completion of the written memorial for both the applicant and the respondent as well as the oral pleading for both sides – grade to be determined at the end of the semester

**15. Bibliography:**

**15.1. Compulsory readings:**

1. Malcolm N. Shaw: International Law, 9th Edition, 2021, Cambridge University Press, ISBN 978-1-108-47774-1

**15.2. Recommended readings:**

1. Dinah Shelton – Paolo G. Carozza: Regional Protection of Human Rights, 2nd Edition, 2021, Oxford University Press, ISBN: 9780199941520.
2. David M. Scott – Ukri Soirilla: The Politics of the Moot Court, The European Journal of International Law, Vol. 32, No. 3, 2021, ISBN: 9781788970389.
3. Hurst Hannum: Guide to International Human Rights Practice, 3rd Edition, 2004, Brill, ISBN: 978-15-71-05063-2.

Budapest, 1 December 2023.

Dr. András HÁRS, PhD, Senior Lecturer,  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁTKTM19
- 2. Course title:** Populism and political communication
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Tamás TÓTH, PhD, assistant lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 14 (14 LEC + 0 SEM)
    - 7.1.2. Part time course: 4 (4 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 1 (1 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course provides an introduction to the classical and current theories of political communication. Through case studies, it offers knowledge on the practical side of political communication. The course discusses the history of research on political communication, the applied methods and their criticism in details. Moreover, the course provides an introduction to the features of political populism in general, and to European political populism in particular, with special focus on features relating political and social communications.
- 9. Competences to be achieved:**

**Knowledge:** Students will be familiar with the theory and practice of political communication. They will be prepared to professionally analyze political messages. They can recognize and systematically analyze populist content.

**Capabilities:** Critical thinking, critical analysis of political discourses, recognize populist content

**Attitude:** Handling political content as a careful and conscious agent

**Autonomy and responsibility:** Independently and authentically analyses the rhetorical layers of political communication, recognize the intention for political influence
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** the characteristic of political communication
  - 11.2.** political communication as rhetoric
  - 11.3.** politics as social subsystem
  - 11.4.** the political field

- 11.5. global political communication – a systemic perspective
  - 11.6. politics, power and communication – the codes of political communication
  - 11.7. A history of populism
  - 11.8. Definitions of populism – the problem of thin definition
  - 11.9. Possible explanations of new populism and its success
  - 11.10. Populist leader: the role of charisma
  - 11.11. Implicit and explicit populism
  - 11.12. European populism: Western Europe, the Mediterranean countries and Eastern Europe
  - 11.13. Populist style, populist communication and populist ideology
  - 11.14. Is there a positive populism?
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Az előadások látogatása nem kötelező, de erősen ajánlott. Az előadásokon elhangzott anyagok beszerzése és felhasználása a hallgatók számára kötelező.
- 14. Term assignments, testing knowledge:**  
Két zárthelyi dolgozat valamint év végi vizsga 10 tételből
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**  
Zárthelyi dolgozatok legalább elégséges átlaga, valamint az év végi vizsga legalább elégséges teljesítése
- 15.2. Evaluation:**  
a zárthelyi dolgozatok és a vizsga is ötfokú értékelés alapján minősített: 60%-tól elégséges 70%-tól közepes 80%-tól jó 90%-tól jeles. A végső jegyet a két zárthelyi dolgozat eredményének átlaga (50%) valamint az év végi vizsga (50%) adják.
- 15.3. The exact conditions of obtaining credits:**  
The requirement for earning credits are obtaining the signature and passing the exam exam (three-scale) (B).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Mudde, C. and Kaltwasser, C. R. (2017). Populism. A very short introduction. New York: Oxford University Press. ISBN 0190234873
- 16.2. Recommended readings:**
1. Abromeit, J. (2017). A critical review of recent literature on populism. *Politics and Governance*, 5(4), 177–186. doi:10.17645/pag.v5i4.1146
  2. Abts, K., & Rummens, S. (2007). Populism versus democracy. *Political Studies*, 55(2), 405–424.
  3. Arnold, C. (2018). Regrounding populism: Moving beyond questions of definition and content. *Journal of World-Systems Research*, 24(2), 337–347.
  4. Block, E., & Negrine, R. (2017). The populist communication style: Toward a critical framework. *International Journal of Communication*, 11, 178–197.
  5. Jagers, J., & Walgrave, S. (2007). Populism as political communication style: An empirical

study of political parties' discourse in Belgium. *European Journal of Political Research*, 46(3), 319–345.

6. Laclau, E. (2005). Populism: What's in a name? In F. Panizza (Ed.), *Populism and the mirror of democracy* (pp. 32–49). London, UK: Verso.
7. Moffitt, B. (2016). *The global rise of populism: Performance, political style, and representation*. Palo Alto, CA: Stanford University Press.
8. Moffitt, B., & Tormey, S. (2014). Rethinking populism: Politics, mediatisation and political style. *Political Studies*, 62(2), 381–397.
9. Mudde, C. (2016). *The populist radical right: A reader*. London, UK: Routledge.

Budapest, 30th November 2022

Dr. Tamás TÓTH, PhD, assistant lecturer  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁKINTV25
- 2. Course title:** Populism on information networks
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Cybersecurity and e-Government
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Balázs Benjámín BUDAI, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** At one level, the goal of populist politics is to attract new voters and, as far as possible, keep this attention. On another level, it gets a kind of ideological color, but not in the traditional ideology, where we can get answers to questions that overlap in all walks of life. Populism is a set of ideas about how an individual responds to certain sub-questions affecting society ("people", "strangers", "elites", "nations", etc.). However, its form varies from state to state, depending on what issues determine the political agenda of a particular country. The aim of the courses is to review and study the above-mentioned phenomenon.
- 9. Competences to be achieved:**

**Knowledge:** The student knows the general and specific characteristics of European populism, its boundaries, its most important directions of development, the connection of populism with political systems, political communication and media policy.

**Capabilities:** The student is able to analyze populist actors and their ideas, to synthesize their relationships and to evaluate tendencies based on them.

**Attitude:** Student is committed to discuss a topic, to contradict arguments, and to develop its opinion, justifying it, and collaborating with others.

**Autonomy and responsibility:** With a considerable degree of autonomy, the students considers and develops comprehensive and specialized professional issues based on specific resources.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Bevezetés a populizmus kutatásába: a populizmus kezdetei (Introduction to populism research: Beginnings of populism);

- 11.2. Újkori populizmus Európában és Európán kívül az 1990-es évektől (Modern populism in and outside Europe since the 1990s);
- 11.3. Az újkori populizmus elméletei, irányzatai (Theories and trends of modern populism);
- 11.4. Populizmus és nacionalizmus: eltérő jellemzők, eltérő célok és eltérő kommunikáció (Populism and nationalism: different characteristics, different goals and different communication);
- 11.5. A populizmus kutatásának módszertana, osztályozása és kategorizálása (Methodology, classification and categorization of populism research);
- 11.6. Populizmus az észak-európai államokban (Populism in the Northern European states);
- 11.7. Populizmus a nyugat-európai államokban (Populism in Western European states);
- 11.8. Populizmus a dél-európai államokban (Populism in Southern European States);
- 11.9. Populizmus a közép- és kelet-európai államokban (Populism in the Central and Eastern European States)
- 11.10. A populista politikusok és pártok közös jellemzője (A common feature of populist politicians and parties)
- 11.11. A média és a populizmus, a populista politikai kommunikáció (Media and populism, populist political communication)
- 11.12. Állampolgárok reakciói a populista politikára (Citizens' reactions to populist politics)
- 11.13. Az „üres” populizmus és a „teljes” populizmus hatása az európai politikai rendszerekre (The effect of 'empty' populism and 'total' populism on European political systems)
- 11.14. Vitaindító a populizmus jelenéről és jövőjéről Európában, az európai politikai rendszereket befolyásoló folyamatokról (pl. bevándorlás, kisebbségek, gazdasági elit helyzete, média helyzete stb.) (Launching a debate on the present and future of populism in Europe, processes affecting European political systems (eg immigration, situation of minorities, economic elite, media situation, etc.))

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The expectations of the class attendance: 75%.The completion of the course are determined on the basis of the current Academic and Examination Regulations. (Részvételi arány: 75%. A Tanulmányi- és Vizsgaszabályzat által meghatározott módon kell résztvenni az órákon és teljesíteni a kurzust)

**14. Term assignments, testing knowledge:**

Active participation in discussions on course subjects. Read the weekly-biweekly assigned literature and write approx. a page-long position paper(s). Aktív részvétel az órán, hozzászólás az egyes órák témáihoz. A kiadott szakirodalmat olvasni és belőlük beadandó dolgozatot készíteni.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Weekly, bi-weekly prepared position paper until the end of the semester on assigned readings. Az aláírás megszerzésének feltétele a heti, kétheti rendszerességgel elkészített beadandó a kiadott olvasmányok alapján.

**15.2. Evaluation:**

Active participation in discussions on course subjects. Read the weekly-biweekly assigned literature and write approx. a page-long position paper(s). Aktív részvétel az órán, hozzászólás az egyes órák témáihoz. A kiadott szakirodalmat olvasni és belőlük beadandó dolgozatot készíteni.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam Mid term mark (ÉÉ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Aalberg, Toril – Esser, Frank – Reinemann, Carsten – Strömbäck, Jesper – de Vreese, Claes H. (szerk.): Populist political communication in Europe. Routledge, London, 2017. ISBN: 9781138654808
2. Carsten, Reinemann; James, Stanyer; Toril, Aalberg; Frank, Esser; Claes, H de Vreese: Communicating Populism: Comparing Actor Perceptions, Media Coverage, and Effects on Citizens in Europe. Routledge, Oxon, 2019, ISBN: 9781138392724

### **16.2. Recommended readings:**

1. Jagers, Jan – Walgrave, Stefaan: Populism as political communication style: An empirical study of political parties' discourse in Belgium, European Journal of Political Research, Vol. 46, No. 3, 319–345. 2007.
2. Kaltwasser, Cristobal Rovira: The Responses of Populist to Dahl's Democratic Dilemmas. Political Studies, Vol. 62, No. 3, 470–487. 2013.
3. Krämer, Benjamin: Media Populism: A Conceptual Clarification and Some Theses on its Effects. Communication Theory, Vol. 24, No. 1, 42–60. 2014.
4. Moffitt, Benjamin – Tormey, Simon: Rethinking Populism: Politics, Mediatisation and Political Style. Political Studies, Vol. 62, No. 2, 381–397. 2014.

Budapest, 1st December 2023

Dr. Balázs Benjámín BUDAI, PhD, associate professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** EKEKM04
- 2. Course title:** Problems of Environmental History: Knowledge Production and Water Management
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Eötvös József Research Centre, Institute of Central European Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Róbert BALOGH, assistant research fellow
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** There are two main goals of the course as there are two ways in which historical knowledge production can contribute to understanding phenomena. The historical mode of inquiry often leads to the discovery that a course of events that looked as it were a part of general and self-evident developments was in fact the outcome of very specific conditions. Thus, by emphasizing the historically contingent nature of expert knowledge students are likely to gain new perspective of their own professional practices. Moreover, and more importantly, this will enable them to recognize and adopt to the emergence of new settings.

As historiography of environmental issues and changes have highlighted, actors often underestimate the role of non-human entities and thus the hybrid nature of landscape change and this has often led to environmental and social damage.

The history of floods and water management projects (such as drainage, construction of dams and canals) have been among the most studied events in the past three decades in environmental history. Therefore, it is possible to study key issues of environmental history in the light of cases that will interest students of the Faculty of Water Management. Notably, Water management projects have been intertwined with the emergence of the structures of modern states.

The course will include multi-class blocks on the relationship between water management and other environmental issues such as climate, ecology, agricultural production and energy production, as well as on the encounter between expert and non-expert knowledge in the history of water management projects. Moreover, it will discuss how wars and rivers, as well as politics and water management related to each other in the 19th and 20th centuries.
- 9. Competences to be achieved:**

**Knowledge:** 19th and 20th century issues with water management in Central Europe and in Asia. The role of state in anthropogenic landscape change and in mediating between local interest and

developmental concerns. Distinction between modern and pre-modern issues of water management.

**Capabilities:** Understanding the historical context of the emergence and roles of professional expertise.

**Attitude:** Linking specific issues of processes at different scales.

**Autonomy and responsibility:** Ability to form opinion about scientific debates that took place in the 19th and 20th centuries.

## **10. Required previous studies: -**

## **11. The syllabus of the subject:**

### **11.1. Week 1 - How have historians looked at floods in Central Europe?**

Readings:

1. Schott, Dieter. 2002: One City—Three Catastrophes: Hamburg from the Great Fire 1842 to the Great Flood 1962. In: Massard-Guildbaud, G. (ed.): Cities and Catastrophes. Coping with Emergency in European History. Frankfurt am Main, 185–204.

2. Hakkarainen, Heidi: City Upside Down in Catastrophe In: Gender and Urban Experience, 1648–1920. (Eds.) Deborah Simonton -Hannu Salmi. Routledge Research in Gender and History. Routledge, New York 2017, 157–176.

### **11.2. Week 2 - Differences between problems of modern and pre-modern water management**

Readings:

1. Vadas, András: Border by the River – But Where is the River? Hydrological Changes and Borders in Medieval Hungary Hungarian Historical Review 2019/2. 336-360.

Vadas, András: Technologies on the Road between West and East The Spread of Water Mills and the Christianization of East Central Europe In: Nagy, Balázs; Schmieder, Felicitas; Vadas, András (szerk.) The Medieval Networks in East Central Europe: Commerce, Contacts, Communication. Routledge, 2019. 123-138.

### **11.3. Week 3 - How historians interpret the encounter between non-expert knowledge and expert decisions about landscape change? 1 - Central Europe**

Readings:

1. Rózsa, Sándor: Evaluation of the Floodplain Farming of the Settlements of Nagykunság In Hungarian Historical Review 2020/2. 213-240.

2. Yao, Joanne: “Conquest from Barbarism”. The Danube Commission, international order and the control of Nature as Standard of Civilization. European Journal of International Relations, 2018.

### **11.4. Week 4 - How historians interpret the encounter between non-expert knowledge and expert decisions about landscape change? 2 - Asia**

Readings:

1. Mitchell, Timothy: Rule of Experts. Egypt, Techno-Politics and Modernity. University of California Press, 2002. Ch 2.

2. Bhattacharya, Neeladri: The Great Agrarian Conquest. The Colonial Reshaping of a Rural World., SUNY, 2020. Ch. 10.

3. Iqbal, Iftekhar: The Bengal Delta. Ecology, State and Social Change. Palgrave, 2010. Ch 2.

### **11.5. Week 5 - Relationship between the history of water management projects and other fields of science 1: the climate-agriculture-forest debate I.**

Readings:

1. Coen, Deborah: *Climate in Motion. Science, Empire and the Problem of Scale*. University of Chicago Press, 2019. Ch 9.
  2. Grove, Richard: *Ecology, Climate and Empire. Colonialism and Global Environmental History, 1400-1940*. White Horse Press, 1997. Ch. 3.
- 11.6.** Week 6 - Relationship between the history of water management projects and other fields of science 1: the climate-agriculture-forest debate II.
- Reading: Sources in Hungarian:
1. Réthly, Antal: Az Alföld csapadékviszonyai és a fásítás mikroklímátológiai indokolása. *Vízügyi Közlemények* (16.) 1. 65-81.
  2. Sávoly, Ferenc: Az Alföld fásításától és öntözésétől a mezőgazdaság terén várható bioklimatikus értéknövelésről. *Erdészeti Lapok* (59.) 17-18. 387-408.
  3. Kenessey, Béla 1931: Az Alföld állítólagos kiszáritása, elszikesítése és öntözésének kérdése. *Vízügyi Közlemények* (13.) 2. 3-27.
- 11.7.** Week 7 - Relationship between the history of water management projects and other fields of science 3: the energy question
1. Judith Shapiro: *Mao's War Against Nature. Politics and the Environment in Revolutionary China*, 2001. Cambridge University Press. Ch 1.
  2. Kalocsai Péter: Az ikervári vízi erőmű hatása a nyugat-dunántúli városfejlődésre, 1895-1914  
*Urbs: Magyar Várostörténeti Évkönyv* 10-11. 169-208. (2017)
  3. Malm, Andreas: *The Origins of Fossil Capital. From Water to Steam in the British Cotton Industry*, *Historical Materialism*, 2013/1. 15-68.
- 11.8.** Week 8 - Nation building, politics and water management
- Readings:
1. David Blackbourn: *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany*. W. W. Norton, 2007. Ch 4.
  2. Ujházy Noémi – Mariann Biró: The 'Cursed Channel': utopian and dystopian imaginations of landscape transformations in twentieth-century Hungary. *Journal of Historical Geography* 61 pp. 1-13. (2018)
- 11.9.** Week 9 - War and Rivers
- Readings:
1. Muscolino, Micah: *The Ecology of War in China*. Cambridge University Press, 2015. Ch 1 and 4. Ch 1 and 4
  2. Vadas, András: *Egy határfolyó környezettörténete. Háború és vízgazdálkodás a kora újkori Rába-völgyben*, Budapest, 2021.
- 11.10.** Week 10, 11 and 12. - Students present their findings and how they made use of historiography in addressing issues in their field and practice.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
Attendance at 75% of classes.

#### **14. Term assignments, testing knowledge:**

A kiadott olvasmányok ismeretét a 3. 5. és 8. héten ellenőrzi egy hat kérdésből álló, az óra elején megválaszolendő, az órát megelőző blokk olvasmányaira vonatkozó kérdéssor. Ez alapján világosan eldönthető, hogy a hallgató értő olvasással olvasta-e az olvasmányokat. Ez a feladat teljesítettnek tekinthető, ha mindhárom kérdéssorból legalább három kérdésre elfogadható választ ad az adott hallgató. További félévközi feladat, hogy minden hallgató válasszon két olyan, a Duna vízgyűjtőjéhez kötődő, az órákon nem tárgyalt árvízi eseményt vagy vízügyi beruházást, vagy saját képzése más részéhez kapcsolódó problémát, amelyen keresztül be tud mutatni a kilenc tárgyalt historiográfiai témakörből (legalább) egyet-egyet. A hallgatókat arra ösztönzöm, hogy az elemzés eredményeként a konkrét eset megoldására vonatkozó, vagy szakpolitikai javaslatokat is próbáljanak megfogalmazni. Az eredményt legalább öt írott oldalban, tetszőleges formátumú mellékletekkel kell bemutatni a 10-11-12. órákon. A prezentáció időzítése a csoport létszámától és esetleges kérések esetén változhat.

#### **15. The exact conditions of testing knowledge, obtaining signature or credits:**

##### **15.1. The exact conditions of obtaining signature:**

Attendance; fulfilment of the mid-term duties; as described by the points n.14 and n.15.

##### **15.2. Evaluation:**

Mid term mark: The evaluation consists of the following elements: knowledge of readings (25%), class activity (25%), the two case studies and their presentation (25% -25%)

##### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the mid term mark (ÉÉ).

#### **16. Bibliography:**

##### **16.1. Compulsory readings:**

1. Blacbourn, David: *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany* Ch 4.
2. Coen, Deborah: *Climate in Motion. Science, Empire and the Problem of Scale.* University of Chicago Press, 2019. Ch. 9.
3. Kalocsai Péter: *Az ikervári vízi erőmű hatása a nyugat-dunántúli városfejlődésre, 1895-1914*
4. *Urbs: Magyar Várostörténeti Évkönyv 10-11.* 169-208. (2017)
5. Mitchell, Timothy: *Rule of Experts. Egypt, Techno-Politics and Modernity,* University of California Press. Ch 2.
6. Muscolino, Micah: *The Ecology of War in China.* Cambridge University Press, 2015. Ch 1 and 4.
7. Schott, Dieter. 2002: *One City—Three Catastrophes: Hamburg from the Great Fire 1842 to the Great Flood 1962.* In: Massard-Guildbaud, G. (ed.): *Cities and Catastrophes. Coping with Emergency in European History.* Frankfurt am Main, 185–204.
8. Ujházy, Noémi – Marianna Biró: *The 'Cursed Channel': utopian and dystopian imaginations of landscape transformations in twentieth-century Hungary.* *Journal of Historical Geography* 61. 1-13. (2018)
9. Vadas András: *Border by the River – But Where is the River? Hydrological Changes and Borders in Medieval Hungary,* *Hungarian Historical Review* 2019/2. 335-360.
10. Yao, Joanne: *“Conquest from Barbarism”. The Danube Commission, international order and the control of Nature as Standard of Civilization.* *European Journal of International Relations,* 2019/2. 335-359.

##### **16.2. Recommended readings:**

1. Shapiro, Judith: *Mao’s War Against Nature. Politics and the Environment in Revolutionary China,* 2001. Cambridge University Press. Ch 1.

2. Balogh Róbert - Bodovics Éva - Demeter Gábor et al. Táj, ember, tudás - Zöldtörténelem: Bevezetés a környezettörténet irodalmába, Budapest, 2021.
3. Bhattacharya, Neeladri: The Great Agrarian Conquest. The Colonial Reshaping of a Rural World., SUNY, 2020. Ch. 10.
4. Bodovics, Éva: Kié itt a (köz)tér?: A folyómeder mint köztér használatának gyakorlata Miskolcon a 19. század végén URBS: MAGYAR VÁROSTÖRTÉNETI ÉVKÖNYV:14 69-86. (2020)
5. Grove, Richard: Ecology, Climate and Empire. Colonialism and Global Environmental History, 1400-1940. White Horse Press, 1997. Ch. 3.
6. Hakkarainen, Heidi: City Upside Down in Catastrophe In: Gender and Urban Experience, 1648–1920. (Eds.) Deborah Simonton -Hannu Salmi. Routledge Research in Gender and History. Routledge, New York 2017, 157–176.
7. Malm, Andreas: The Origins of Fossil Capital. From Water to Steam in the British Cotton Industry, Historical Materialism, 2013/1. 15-68.
8. Rózsa, Sándor: Evaluation of the Floodplain Farming of the Settlements of Nagykunság In Hungarian Historical Review 2020/2. 213-240.
9. Vadas, András: Technologies on the Road between West and East The Spread of Water Mills and the Christianization of East Central Europe In: Nagy, Balázs; Schmieder, Felicitas; Vadas, András (szerk.) The Medieval Networks in East Central Europe: Commerce, Contacts, Communication. Routledge, 2019. 123-138.
10. Vadas András: Egy határfolyó környezettörténete. Háború és vízgazdálkodás a kora újkori Rába-völgyben, Budapest, 2021.

Budapest, 22th June 2021

Róbert BALOGH, PhD, assistant research fellow  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

**1. Course Code:** ÁLLTV10

**2. Course title:** Public Administration and Good Governance

**3. Credit value and course structure:**

**3.1.** 2 credit

**3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture

**4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level

**5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration

**6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. László VÉRTESY, PhD, associate professor

**7. Number and types of classes**

**7.1.** full number of classes/semester:

7.1.1. Full time course: 28 (28 LEC + 0 SEM)

7.1.2. Part time course: 8 (8 LEC + 0 SEM)

**7.2.** weekly number of classes - full time course: 2 (2 LEC + SEM)

**7.3.** Further special or unique methods applied throughout of the course: -

**8. The academic content of the subject:** The course focuses on the current challenges of public administration. The purpose is to identify and examine the main challenges, by later giving possible, reasonable answers, solutions. The topics start with the classical approach to democratic values and modernization, which are followed by international concepts (globalization and sustainability). The public tasks section deals with the service providing, efficiency, improvement and financing. The bureaucratic part analyzes the transparency, accountability and integrity. Finally, the role of information technology closes the semester.

**9. Competences to be achieved:**

**Knowledge:** The student acquires the basic knowledge of public administration and government, gets acquainted with international trends and challenges and solutions.

**Capabilities:** He will be able to recognize the modern challenges of governance and administration, to evaluate and analyze alternative solutions.

**Attitude:** He becomes open to good state, good governance, efficiency considerations. Responsible rule of law thinking, behavior and attitudes are reinforced.

**Autonomy and responsibility:** He independently formulates proposals for administrative reform and criticism.

**10. Required previous studies:** -

**11. The syllabus of the subject:**

**11.1.** Introduction, the concept of the State and Government

**11.2.** Public Administration in the Democratic System: Separation of Powers, Checks & Balances, Rule of Law, Rechtsstaat, Constitutional bases

- 11.3. Theories of Public Administration and Governance
- 11.4. Measurement of Public Administration Public law indexes
- 11.5. Administrative Reforms and Development
- 11.6. Globalization – global government?
- 11.7. Sustainable Public Administration and Society
- 11.8. Public tasks, Intervention and Measures - Effectiveness and Efficiency
- 11.9. Personnel - Bureaucratic structures and development
- 11.10. Administrative Procedure Law - Administrative Justice
- 11.11. Financing and Budgeting
- 11.12. Transparency, Integrity and Anti- corruption, Accountability and Liability
- 11.13. Information Technology and E-government
- 11.14. Conclusion, summary and signing

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a tréningfoglalkozások legalább 70%-án részt venni. A rövid/tartós távolmaradás indokolt esetben (orvosi, szolgálati) pótolható, amely pótlás egyéni megbeszélés szerint történik. A távollétet a hiányzást követő első foglalkozáson kell igazolnia. A hiányzás esetén a hallgató köteles az előadás anyagát beszerezni, abból önállóan felkészülni

**14. Term assignments, testing knowledge:**

A tanulmányi munka alapja az előadások látogatása, az előírt olvasmányok ismerete, aktív órai részvétel, a félév során egy dolgozat elkészítése és annak prezentálása. Az oktató az alábbi szempontok mentén értékeli a beadott és előadott anyagot 1-5-ig terjedő skálán: szakmaiság, szaknyelv alkalmazása, felkészültség, tájékozottság, reflektivitás szintje.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a meghatározott arányú részvétel a foglalkozásokon és a félévközi feladatok legalább elégséges teljesítése.

**15.2. Evaluation:**

A félév értékelése kollokvium – írásbeli vizsga. A Tanszék felkészülési kérdéseket ad ki. A vizsga tartalmát az előadáson elhangzottak és az alább felsorolt kötelező és ajánlott irodalmak anyagai képezik. A vizsgadolgozat értékelése szummatív: 0-50% - elégtelen, 51-70% - elégséges, 71-80% - közepes, 81-90% - jó, 91-100% - jeles.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Lecture notes.
2. Khan, Haroon A.: Globalization and the Challenges of Public Administration. Springer, 2018.
3. Addink Henck: Good Governance: Concept and Context. Oxford University Press, USA 2019.
4. Frederickson H. George: The Public Administration Theory Primer. Westview Press, 2011.

## **16.2. Recommended readings:**

1. Bauer - Knill - Eckhard (eds.): Public Sector Organizations, International Bureaucracy: Challenges and Lessons for Public Administration Research. Palgrave Macmillan, 2017. Mudacumura - Morçöl (eds.): Public Administration, Governance and Globalization, Challenges to Democratic Governance in Developing Countries. Springer International Publishing 2014.
2. Mila Gascó-Hernández (eds.): Public Administration and Information Technology - Open Government: Opportunities and Challenges for Public Governance. Springer-Verlag New York 2014.

Budapest, 5th January 2021

Dr. László VÉRTESY, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁLLTV11
- 2. Course title:** Public Administrative Procedure Law in the EU and in the member states
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Anita BOROS, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of the course is to familiarize the students with the European Union's public administrative procedural law, as well as the Court of Justice of the European Union and the official procedures of the EU, emphasising the main institutions which are key influencers of the national administrative procedures and acts. The purpose of the class is to deepen the student's already acquired competences regarding the national public administrative procedures. By analyzing legal documents and main institutions of the EU, the students will be able to recognize and draw conclusions from the main factors that are influencing the administrative procedures.
- 9. Competences to be achieved:**

**Knowledge:** He/she distinguishes between the characteristics of each type of case and the specific administrative area.

**Capabilities:** Managing administrative matters efficiently, based on the knowledge gained during his/her studies.

**Attitude:** Being interested in handling the problems occurring during official law application.

**Autonomy and responsibility:** He/she takes the responsibility for the work he/she has done.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** The administrative procedural law in the European Union law. The Europeanisation of the administrative law and the definition of the European administrative procedural law.
  - 11.2.** The sources of the European procedural law I.

- 11.3. The source of the European procedural law II.
- 11.4. The importance of principles in the European Union's administrative procedural law.
- 11.5. The enforcement of the European Union law I.: forms of execution and other institutional solutions. The direct execution.
- 11.6. The enforcement of the European Union law II.: forms of execution and other institutional solutions. The indirect execution.
- 11.7. The procedures of the European Commission.
- 11.8. Special instruments of the European Union policies regarding administrative procedural law.
- 11.9. Administrative legal remedies in the European Union administrative procedural law.
- 11.10. Administrative proceedings in the European Unions administrative procedures.
- 11.11. The procedural code in the European Union's procedural law I.
- 11.12. The procedural code in the European Union's procedural law II.
- 11.13. Legal cases regarding the European Union's procedural law.
- 11.14. Summary
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**
- 14. Term assignments, testing knowledge:**
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
  - 15.1. The exact conditions of obtaining signature:**

A student shall receive end semester signature if he/she did attend the 70% of the courses of the semester.
  - 15.2. Evaluation:**

The evaluation takes place in form of written exam at the end of the semester.
  - 15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam (K).
- 16. Bibliography:**
  - 16.1. Compulsory readings:**
    - 1. Jürgen Schwarze: European Administrative Law. Sweet & Maxwell, 2006 - 1562 p.
  - 16.2. Recommended readings:**
    - 1. Hanns Peter Nehl: Principles of administrative procedure in EC law.1999 – 214. pp.
    - 2. Hill, Hermann – Pitschas, Rainer: Europaisches Verwaltungsverfahrenrecht. Berlin. Duncker&Humbolt, 2004 357 p.
    - 3. Hill, Hermann: Verwaltungskommunikation und Verwaltungsverfahren unter europäischem Einfluss. Deutsches Verwaltungsblatt 2002. 19. sz. 1305-1320.pp.
    - 4. Trechte: Verwaltungsverfahrenrecht der Europäischen Union, Nomos 2011. 1504 p.

Budapest, 5th January 2021

Dr. Anita BOROS, PhD, associate professor

Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁKNGTE58
- 2. Course title:** Public Economics and Public Policies
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Vivien CZECEL, PhD, assistant professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** During the course, students can acquire theoretical knowledge that is essential for organizing and managing public services efficiently. The goal of the course is to explore the tasks of the government and the markets, while bringing the economy closer to the Pareto-efficient equilibrium. The systematization of market and government failures, their interactions and spill-over effects is essential for analyzing the structural challenges and tasks of economic policies. In the second part of the course, students will gain an understanding of how each subsystem of the government (ex. health, R&D, employment, environmental, housing, pension policies) can be regulated, financed and managed, and how public policies can contribute to economic efficiency.
- 9. Competences to be achieved:**

**Knowledge:** The comprehensive synthesis of the complex knowledge of the state. The prevailing mechanisms influencing the state. The impacts influencing the state and is aware of the requirements of the effective functioning of the state. The planning, strategic, analytical and management skills necessary for completing high-profile tasks regarding the state. The systematic contexts, theories and the underlying conceptual system regarding the tasks, structure and functioning of the state. The interrelations of economics-based, inter- and transdisciplinary theories and conceptual frameworks that describe and help understand the functioning of the public sector. The concepts of public sector economics and its interrelations, the principles and practices of public policy design and implementation, the conflicting nature of enforcing constitutional social values and norms by public policies promoting the public good. He/she is familiar with the forms of public financing (eg. institutional financing, program financing).

**Capabilities:** Performing planning, strategic, analytical and managerial tasks systematically based on his/her professional competencies. Assisting the strategic planning and impact assessment of public policies professionally and routinely. Participating in processes and decision-making

regarding planning, strategic, analytical and management tasks. Handling different issues in an interdisciplinary manner establishing a synthesis characteristic to the concepts of public governance. Analyzing complex social and public policy problems, forming strategies to solve them, planning the implementation, making decisions, providing professional advice to economic operators. He/she understands the objectives of operational government institutions, is able to analyze the connections related to the structure of the economy, and is able to propose strategies related to the operation of governmental distribution systems. He/she is able to analyze the advantages, disadvantages and synergies of the cooperation between the market and government, and is able to analyze and propose regulations for public services provided by the government or the private sector.

**Attitude:** An intention to apply the comprehensive knowledge acquired systematically. An authentic representation of the attitude influencing state and public interest essential to the functioning of the state. Possessing the skills to recognize and handle problems competently. Supporting the efficient strategic planning of public policies. An open-minded and receptive approach towards new findings of economic theory and practice. A commitment to recognize and promote the common good. A motivation to find and solve economic and public policy issues, exhibiting innovative and proactive behaviour in managing economic problems. He/she addresses the dilemmas of regulation of markets and government institutions with a comprehensive and analytical approach.

**Autonomy and responsibility:** He/she puts forward suggestions. He/she independently performs economic analysis, preparation of decision making, consultancy tasks in organizationally, strategically and operationally major areas based on his/her own professional views.

## **10. Required previous studies: -**

### **11. The syllabus of the subject:**

- 11.1. The first theorem of welfare economics, the concept of market failure
- 11.2. The perfectly competitive market and the theory of contestable markets (Baumol)
- 11.3. Presentation and systematization of market failures
- 11.4. Imperfect information flow as a primary market failure, resulting market distortions, potential policy interventions to improve information flow
- 11.5. Non-rational behavior as a primary market failure, its causes and consequences
- 11.6. Moral hazard, adverse selection, problem of public goods and club goods as derivative market failures. Possible answers, solutions by economic policy.
- 11.7. Concept and types of externalities. Pigou's and Coase's theorems. Possible ways of internalization and their limitations.
- 11.8. Systematization of government failures, the impact of technological development on market and government failures
- 11.9. The imperfections of political market: rational ignorance, rational abstention and their spillover effects, externalities in political bargaining
- 11.10. The Voting Paradox, Arrow's Impossibility Theorem, impossibility of intertemporal maximization of votes, costs of voting
- 11.11. Budget planning by institutional versus program-based financing. Advantages and disadvantages of centralized and federal government systems.
- 11.12. Advantages and disadvantages of private and public health care and health insurance systems in the face of market and government failures
- 11.13. Comparison of the pay-as-you-go, the fully funded, the nominal defined contribution and point-based pension systems, analysis of the benefits and drawbacks

**11.14.** Systematization of market and government failures in housing policy and employment policy

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Attendance at lectures is optional but recommended as it helps students understand the curriculum and prepare for the exam. Furthermore, students can gain offered grades for their mid-term activity and in-class tests.

**14. Term assignments, testing knowledge:**

Attendance at lectures is optional, the lecturer does not register a catalog. However, at the beginning of every lesson, full-time students write an about 10-minute test, from the course material discussed in the previous week's lecture and from the textbook curriculum of the previous week. A test contains 10 true-false statements or multiple choice tasks or short-answer questions, to which the student can earn points: perfect paper = 5 points, single-error paper = 4 points, two-error paper = 3 points, three-error paper = 2 point, four-error paper = 1 point. If the student fails to write one or two tests, he/she can substitute it by giving a short in-class presentation. In addition, active student can occasionally receive a bonus point for his/her in-class contributions, which will also be added to their scores during the semester. Students taking the correspondence course can get their grade as a result of their final exams.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

-

**15.2. Evaluation:**

Marks can be offered after full-time students' activities during the semester (up to 50 points can be gained). If the student is not satisfied with his/her offered mark, he/she can write a 50 point exam paper during the exam period as well so that it determine his/her final mark. Results: above 25 points is sufficient, above 31 points is medium, above 37 points is good, above 43 points is excellent.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Stiglitz, J. E. (2015): Economics of the public sector. W. W. Norton Company, Inc., ISBN: 9780393925227.;
2. Kertész, Krisztián (2009): Systematization of the market and government failures and its economic policy context. Budapest. ISBN: 9789630679039.

**16.2. Recommended readings:**

1. John Cullis and Philip Jones (2009): Public Finance and Public Choice: analytical perspectives. Oxford, Oxford University Press, ISBN: 9780199234783.
2. Heer, Burkhard (2019): Public Economics - The Macroeconomic Perspective. Springer Texts, ISBN: 978-3-030-00987-8

Budapest, 30th November 2022

Dr. Vivien CZECELI, PhD, assistant professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁEETV16
- 2. Course title:** Public Ethics and Integrity Development in Local Governments Training
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Human Resources
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Péter KLOTZ, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: Egyéni és csoportos feladatmegoldás
- 8. The academic content of the subject:** The aim of the practical training is to familiarize the students with the integrity management system and the possibilities of its adaptation in the local governments. In addition to the experiential learning, the training is also suitable for developing self-knowledge and group collaboration skills.
- 9. Competences to be achieved:**

**Knowledge:** The prevailing mechanisms influencing the state.

**Capabilities:** Working for the common good and public interest based on professional and human standards sustained through professional commitment.

**Attitude:** Keeping the common good and public interest in mind. He/she cooperates with others in order to solve problems.

**Autonomy and responsibility:** He/she feels responsible for the outcomes of public activities.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Értékek, elvek, szabályok (Values, principles and norms)
  - 11.2.** Integritás egyéni szinten (Individual integrity)
  - 11.3.** Integritásmenedzsment az önkormányzatoknál (Integrity management at the local governments)
  - 11.4.** Etikai dilemmák és megoldási lehetőségek (Ethical dilemmas and possible solutions)

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A követelmény a tanórákon való aktív részvétel. Az elfogadható hiányzások mértéke 25%, az e feletti távolmaradás esetén egy külön beadandót szükséges készíteni a tantárgy tematikájában megtalálható, a tantárgy oktatója által meghatározott témakörben, 5000 leütés (3 oldal) terjedelemben.

**14. Term assignments, testing knowledge:**

A szorgalmi időszak során az zárthelyi dolgozat írására nem kerül sor, az ismeretek ellenőrzése a hallgatók számára feltett kérdések és órai feladatok teljesítése során történik.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A foglalkozásokon való részvétel követelményeinek teljesítése szükséges az aláírás megszerzéséhez.

**15.2. Evaluation:**

Az értékelés megszerzésének feltétele a foglalkozásokon való aktív részvétel.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Klotz Péter (2018): Integritás alapismeretek (e-tananyag szakanyag, NKE KÖFOP-2.2.3-VEKOP-16-2016-00001 fejlesztés)
2. 50/2013. (II. 25.) korm. rendelet az államigazgatási szervek integritásirányítási rendszeréről és az érdekérvényesítők fogadásának rendjéről

**16.2. Recommended readings:**

1. Klitgaard, Robert; Maclean-Abaroa, Ronald; Parris, H. Lindsey. 2000. Corrupt cities : a practical guide to cure and prevention (English). California : Institute for Contemporary Studies.

Budapest, 1st December 2023

Dr. Péter KLOTZ, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNJTE56
- 2. Course title:** Simulation exercises - Negotiations and decision-making in Multilateral Diplomatic Forums
- 3. Credit value and course structure:**
  - 3.1.** 3 credit
  - 3.2.** ratio of lectures and seminars: 80% seminar, 20% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** dr. Tamács CSABA, associate professor of public service
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (4 LEC + 24 SEM)
    - 7.1.2. Part time course: 8 (2 LEC + 6 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: block-scheduled classes, simulations, video-based case studies, and guest lecturers
- 8. The academic content of the subject:** The course aims to provide students with comprehensive and practice-oriented knowledge of decision-making and negotiation processes in major multilateral diplomatic forums. It introduces the institutional structures and decision-making mechanisms of multilateral diplomacy (especially the United Nations), with particular emphasis on consensus-building, formal and informal negotiations. During the course, students actively participate in simulation exercises of multilateral negotiations, during the simulations they take part in decision-preparation and decision-making processes by representing the positions of different member state delegations and institutional actors. In the simulations, students primarily follow the process of adopting a United Nations General Assembly resolution or an international treaty from the submission of the proposal to its final adoption. During the simulation of this process, the student will have the opportunity to model the coordination and decision-making mechanisms of the regional groups that typically operate in multilateral forums (e.g. the EU, NAM, the African Group, and GRULAC). Students follow the negotiation of draft texts in a simulated setting within the Sixth (Legal) Committee of the UN General Assembly, with particular attention to the consensus-based decision-making practice that continues to exist in the Committee as a matter of customary procedure. Finally, also in a simulation format, students model the debate on the proposal in the plenary session of the UN General Assembly, as well as the process leading to the adoption of the UN General Assembly resolution or international treaty. Additional practical elements of the course include a simulation of the working procedures and decision-making process of the United Nations Security Council, presenting both the formal and informal stages of negotiations. Furthermore, through a simulation exercise they model the meeting of the states parties to an arms-control regime established by an international treaty, students also become familiar with this unique multilateral diplomatic decision-making mechanism.

## **9. Competences to be achieved:**

**Knowledge:** The functioning and decision-making mechanisms of major multilateral diplomatic institutions and the theory and practice of diplomatic negotiations.

**Capabilities:** Analyzing complex negotiation settings, developing and representing strategic positions, applying consensus-building and conflict-management techniques.

**Attitude:** Openness to diverse interests and cultural perspectives, cooperative and solution-oriented mindset.

**Autonomy and responsibility:** Ability to form and represent an independent professional position responsibly in multilateral negotiation contexts, respecting diplomatic and ethical standards.

## **10. Required previous studies: -**

### **11. The syllabus of the subject:**

**11.1.** The theoretical and practical foundations of multilateral diplomacy. Actors, interests, power asymmetries. The specifics of multilateral decision-making. The UN decision-making system: the General Assembly, the Main Committees of the General Assembly, and various decision-making bodies. The Secretary-General, the specialized agencies. The relationship between law and politics. The specifics of Security Council decision-making (maintaining peace and security, crisis management, sanctions, peacekeeping). The role of permanent and non-permanent members.

**11.2.** The powers, role, procedures, and decision-making characteristics of the General Assembly of the member states of an international organization. Diplomatic negotiation techniques: strategies, tactics, formal and informal tools in a multilateral environment.

**11.3.** Simulation exercise: preparation and adoption of a draft UN General Assembly resolution/international treaty. Preparation for simulations, assignment of roles, presentation of background materials.

**11.4.** Simulation exercise on the consultation and decision-making mechanisms of major regional groups (e.g., EU, NAM, AFRICA, GRULAC) in multilateral forums. Discussion of a draft UN General Assembly resolution/international treaty.

**11.5.** Simulation exercise on the process of discussing a draft UN General Assembly resolution/international treaty in the Sixth Committee of the General Assembly. (Consensus decision-making.)

**11.6.** Simulation exercise on the process of discussing and adopting a draft UN General Assembly resolution/international treaty in the General Assembly.

**11.7.** Simulation exercise on the work process of the UN Security Council. The process of adopting a resolution in the UN Security Council, simulation of the decision-making process of the Security Council and the formal and informal negotiations.

**11.8.** Simulation exercise on the decision-making processes of the Meeting of the States Parties to an arms control regime established by an international treaty.

**11.9.** Evaluation of multilateral negotiations, summary of experiences, reflection.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn semester

### **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Absence from up to 25% of classes is permitted. If a student exceeds this limit, they may make up for the missed coursework by completing a supplementary assignment by the deadline set by the lecturer.

### **14. Term assignments, testing knowledge:**

Active participation in simulation exercises. Regular preparation and review of the assigned course

materials, active involvement in discussions, and the formulation of proposals.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Attendance at a minimum of 75% of classes. Active participation in simulation exercises.

**15.2. Evaluation:**

Active participation in simulation exercises, during which students receive a percentage-based assessment for their in-class performance. For the final grade, a score above 90% is awarded an excellent mark, above 80% a good mark, above 70% a satisfactory mark, and above 60% a pass mark.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the term mark (ÉÉ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Berridge, G. R. Diplomacy: Theory and Practice; 6th edition; Palgrave Macmillan; 2022, ISBN: 9783030859305
2. Paul Meerts: Diplomatic Negotiation Essence and Evolution; Clingendael; 2015; [https://www.clingendael.org/sites/default/files/pdfs/Diplomatic\\_Negotiation\\_Web\\_2015.pdf](https://www.clingendael.org/sites/default/files/pdfs/Diplomatic_Negotiation_Web_2015.pdf)
3. United Nations Charter, <https://www.un.org/en/about-us/un-charter/full-text>
4. United Nations General Assembly Rules of Procedure, <https://www.un.org/en/ga/about/ropga/>

**16.2. Recommended readings:**

1. I. William Zartman & Jeffrey Z. Rubin: Power and Negotiation; University of Michigan Press; 2025, ISBN: 9780472224623
2. Muldoon, James P., Aviel, JoAnn Fagot, Reitano, Richard: Multilateral Diplomacy and the United Nations Today; Routledge. 2017. ISBN: 9780813343105
3. UN Web TV, the video coverage of United Nations meetings and events, <https://webtv.un.org/en>

Budapest, 21 st February 2026

dr. Tamás CSABA, associate professor of public service  
Signed with her/his own hand

## CURRICULUM

1. **Course Code:** ÁEUTTM35
2. **Course title:** Smart Resilience Strategies – Debating Seminar (Jean Monnet Course)
3. **Credit value and course structure:**
  - 3.1. 4 credit
  - 3.2. ratio of lectures and seminars: 100% seminar
4. **Name of major(s), specializations (where it is taught):** All MA degree programs
5. **Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of European Studies
6. **Name, position, academic degree of tutor responsible for the curriculum:** Boglárka Koller Dr., PhD, professor, Jean Monnet Chair
7. **Number and types of classes**
  - 7.1. full number of classes/semester:
    - 7.1.1. Full time course: 28 SEM
    - 7.1.2. Part time course: 8 SEM
  - 7.2. Full time course: 6X4,5 hours SEM / semester
  - 7.3. Further special or unique methods applied throughout of the course: -
8. **The academic content of the subject:** In the last decades, the European Union experienced both exogenous and endogenous shocks. Crisis management lead to political, policy and polity (3P) turbulences and also resulted in the emergence of tensions among member states and European citizens. The aim of the course is to explain the main factors of these crises and to equip students with knowledge and skills that enable them to examine the various crisis areas of the EU. This course is intended to offer theoretical knowledge and practical skills to analyse the political, institutional, legitimacy crises as well as EU policy issues in contemporary time. The concept of smart resilience is introduced to students in order to provide them a suitable conceptual framework for research and analysis. It is a debating seminar, thus the main aim of the course is to foster debates and discussion among the students on EU's resilient strategies. The research and debating skills of the students will be developed.

Target group: Master students both EU majored and also students from faculties of UPS that are not normally dealing with European Union issues but having an interest in particular policy areas such as water sciences or security and defense policy or cohesion policy etc. Both Hungarian and international students.
9. **Competences to be achieved:**

**Knowledge:** Understanding and interpreting the EU's resilient strategies and being able to discuss this with fellow students with having all the relevant theoretical and practical informations.

**Capabilities:** Analyzing new scientific results, finding new facts and relations, and marketing his/her knowledge in the form of an independent professional concept with the acquired knowledge, in the segment of social issues which he/she researches.

**Attitude:** Openness and being receptive to the findings of different international research projects of his/her field, and commitment to publicizing the new findings which he/she finds useful in his/her country.

**Autonomy and responsibility:** He/she is an independent and responsible person in the academic life of his/her professional field, and represents its professional principles and research results in every possible forum.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. EU in multiple crisis - Introductory lecture
- 11.2. Future of Europe debates. Introducing the concept of resilience and smart resilience
- 11.3. Selection of the topic of the debate by group voting. Assigning the group roles for each student.
- 11.4. Research and consultation with the group and the instructor
- 11.5. Group debate with student observers
- 11.6. Evaluation of group and individual performances

**12. The frequency of offering the subject/its position in the curriculum of the term:** semester 1 or 3.

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

The student must be present in at least 75% of the lessons to be accepted. Proof of absence must be sent electronically to the instructor. The student is obliged to obtain the material of the seminar and to prepare for it independently. If the unacceptable absenteeism rate is exceeded, the signature will be denied and the student will not be eligible for examination.

**14. Term assignments, testing knowledge:**

Students are assessed according to their group debate (100%). Students will be offered a grade based on their mid-term performance at the end of the semester.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Teaching materials: all the lecture notes and project works are going to be uploaded to Moodle open sourced learning platform operated by UPS.

**15.2. Evaluation:**

Students are assessed according to their group debate (100%). Students will be offered a grade based on their mid-term performance at the end of the semester.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and completing the mid-term assignment, i.e. participating in the debate.

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Desmond Dinan, Neill Nugent, William E. Paterson (eds): *The European Union in crisis*. London : Palgrave, Macmillan, 2017. ISBN: 9781137604255
2. Trine Flockhart, Elena Korosteleva (eds): *Resilience in EU and International Institutions: Redefining Local Ownership in a New Global Governance Agenda*, Routledge, 2020. ISBN: 978-0367543914
3. *Strategic Foresight Reports*, European Commission

**16.2. Recommended readings:**

1. Laffan, Brigid (2016) Europe's union in crisis: tested and contested, *West European Politics*, 39:5, 915-932, DOI: 10.1080/01402382.2016.1186387

2. Hooghe, Liesbet, and Gary Marks (2009) A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus, *British Journal of Political Science*, 39:1, 1–23.
3. Pelkmans, Jacques (2016) Why the Single Market Remains EU's Core Business', *West European Politics*, 39:5, doi:10.1080/01402382.2016.1186388.
4. Rosenthal, Uriel, Arjen Boin, and Louise K. Comfort (2001). *Managing Crises: Threats, Dilemmas and Opportunities*. Springfield, IL: Charles C. Thomas

Boglárka Koller Dr., PhD, professor, Jean Monnet Chair  
Signed with her/his own hand

**CURRICULUM**

- 1. Code of subject:** ÁTKTM84
- 2. Name of subject:** Space Law and Policy
- 3. Credit value and course structure:**
  - 3.1.** 2 credits
  - 3.2.** Ratio of lectures and seminars: 100 % theory, 0 % practice
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Social Communication
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Balázs Bartóki-Gönczy PhD, associate professor
- 7. Number and types of classes:**
  - 7.1.** Full number of classes/semester: 14
    - 7.1.1.** Full time course: 14 (14 LEC + 0 SEM)
    - 7.1.2.** Correspondence course: 4 (4 LEC + 0 SEM)
  - 7.2.** Weekly number of classes - full time course: 1 (1 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of the course is to familiarize students with the challenges of the increasingly important human space activity, the space segment, and its security policy and legal environment. The subject consists of three major parts. In the first round, human space activity is put into context, the students get to know the universe that surrounds us, the basics of human use of the nearby solar system and the most important results of human space exploration. The second part is about the space policy of the great powers and the European states, placing it all in a historical context. Finally, students learn the basics of the legal regulation of human space activities, primarily international public law regulation, but the most important regional and national rules are also discussed.
- 9. Competences to be achieved:**

**Knowledge:** Knows the importance of the space segment, and knows the most important policy strategies, international treaties, and legislation relevant in this area

**Skills:** Has a comprehensive approach, complex problem management skills, able to process a large amount of information

**Attitude:** By representing his professional position, he/she participates courageously and responsibly in the operation of his work organization, in the development, discussion and implementation of professional concept

**Autonomy and responsibility:** Has a significant degree of independence in the development of comprehensive and special professional questions, in the representation and justification of professional views.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**

- 11.1. The environment of human space activity, civil and defense applications of the use of the space segment
- 11.2. Human space activity from the Second World War to the present day
- 11.3. European Space Policy
- 11.4. Space Policies of space pharing nations, outside of the EU.
- 11.5. Space law: legal sources, basic principles
- 11.6. Space Law: delimitation, exploitation of ressources, liability
- 11.7. Space Law: legal aspects of human space flights, space traffic management, space telecommunication

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring and autumn semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Students must attend at least 10 lessons out of 14 in full-time schedule, and 4 lessons out of 4 in correspondance course (one block). In case of absence exceeding this, the student has to submit a memo (10.000-12.000 characters, all strikes incl.) on the topic agreed with the responsible lecturer one week prior to the end of the semester.

**14. Term assignments, testing knowledge:**

*In the case of full-time schedule:*

During the semester, the student must complete the following tasks:

Continuous, active seminar work and an essay on the topics defined in point 11 (10-12.000 characters).

The evaluation is done as follows: from 60% to sufficient, from 70% to medium, from 80% to good, from 90% to excellent.

*In the case of a correspondence work schedule:*

During the semester, the student must complete the following tasks:

A mid-year essay of 10-12,000 characters must be submitted in connection with the topic specified in point 12.

The evaluation is done as follows: from 60% to sufficient, from 70% to medium, from 80% to good, from 90% to excellent.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Participation at the lectures according to point 13.

**15.2. Evaluation:**

The student must acquire signature (see point 14.) and must obtain an at least sufficient grade for the essay.

**15.3. The exact conditions of obtaining credits:**

See point 15.2.

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Balázs-Bartóki-Gönczy – Gábor Sulyok (eds.): New Space: European Perspectives, Ludovika University Press, 2024.

2. Balázs Bartóki-Gönczy – Boldizsár Nagy: The Artemis Accords, *International Legal Materials*, 63 : 1 pp. 1-11. , 2023.
3. European Space Agency Agenda 2025.

**16.2. Recommended readings:**

1. András Edl: Stealth Satellites, Trust and Deterrence, in.: Bartóki-Gönczy – Achilleas – Edl: *Studies on Space Law and Policy*, Ludovika Egyetemi Kiadó, 2024.
2. ESPI: More than a Space Programme – The Value of Space Exploration to Empower the Future of Europe, 2023 nov.
3. ESPI: Space, Cyber and Defence: Navigating Interdisciplinary Challenges, 2023 nov.

Budapest, 1st December 2023

Balázs Bartóki-Gönczy, PhD  
Associate professor

**CURRICULUM**

- 1. Course Code:** ÁLLTV12
- 2. Course title:** State Institutions of economic governance
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Mária BORDÁS, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course is given in English. The course introduces the system of state institutions of economic governance in English, detailing the problems of effective design and legal background, especially the problems of efficiency in the field of state economic management and the limits of state intervention. After 2008, the challenges, positives and negatives effects of the global economic crisis and globalization are of increasing interest to experts in the field. In this course, students will acquire fundamental issues such as state responsibility in economic governance, regulation of competition among economic operators, and in-depth knowledge of the context of privatization, the use of public funds, economic policy and globalization, and the tools of state intervention. historical changes. They will learn about the international and domestic experience of the state system of effective economic governance. While studying the subject, students will learn the structure, efficiency and comparative analysis of the economic governance systems of the American, Western European, and Eastern European states with the structure and efficiency of Western and communist economic governance. The subject examines the components of the state instrumental system of communist failed economic governance and the causes of the economic collapse of the communist world system. The course also provides detailed knowledge on consumer protection too.
- 9. Competences to be achieved:**

**Knowledge:** It is able to serve the common good and the public interest with the necessary professional commitment and the professional and human standards required in the civil service career. In addition, in the field of understanding the efficiency of the state, it is able to analyze and draw conclusions from the criteria of economic management system. It is capable of interdisciplinary management of various problems and the synthesis of political science.

**Capabilities:** Is capable working for the common good and public interest based on professional and human standards sustained through professional commitment. Is capable handling different

issues in an interdisciplinary manner establishing a synthesis characteristic to the concepts of public governance, state efficiency. Moreover, is capable to apply the state efficiency criteriaeas in order to determine the government functionality in the field of public administration.

**Attitude:** His/her personal attitude is characterized by: Strong analitical methodology of problem handling, A comprehensive approach based on social, legal, economic and political science. Possessing the skills to recognize and handle problems competently, An intention to apply the comprehensive knowledge acquired systematically, Keeping the common good and public interest in mind. He/she cooperates with others in order to solve problems.

**Autonomy and responsibility:** He/she tackles complex and special public administration issues and tasks, including efficiency analyzis of state efficiency, largely independently, and uses adequate resources for their solution. He/she can support his/her professional opinion and viewpoint independently in familiar decision-making scenarios.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Economic governance – introduction
- 11.2. Historical development of state intervention into economy
- 11.3. Development of the economic governance in the USA
- 11.4. Specificity of economic governance in the eurozone
- 11.5. Macron’s economic governance tools
- 11.6. Current challenges of globalization
- 11.7. EU after BREXIT – weaker or stronger EU?
- 11.8. UK after the BREXIT – new way of economic development?
- 11.9. Influence of economic crisis in 2008
- 11.10. China – USA commercial war or cooperation
- 11.11. Economy of USA under Trump
- 11.12. State institutions of economic governance in Hungary after 1989
- 11.13. Economy of Russia – new challenges vs. old system
- 11.14. Economic collapse in Venezuela
- 11.15. Financial crisis in Lebanon, Argentine
- 11.16. The IMF and World Bank roles in world economic governance
- 11.17. Intervention of states into economy after the breakout of CORVID19
- 11.18. New approaches to Economic Challenges” at the OECD countries
- 11.19. Economic Challenges in the Country of the Student
- 11.20. Summary

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A hallgató köteles a foglalkozások legalább 75 %-án részt venni. (kivéve: igazolt hiányzások)

**14. Term assignments, testing knowledge:**

Foglalkozásokon való részvétel, kiselőadás készítése

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A tanórákon részvétel a 14. pontban meghatározottak szerint és a 15. pontban foglalt kiselőadás készítése.

**15.2. Evaluation:**

Az értékelés: kollokvium ötfokozatú jeggyel. A vizsga formája: szóbeli.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Joan W. Allen: The Private Sector in State Services Delivery (The Urban Institute Press, Washington, DC. 1989.)
2. W. Streeck – P. C. Schmitter: Private Interest Government (Sage Publications, California, 1985.)
3. A. B. Passarelli: Public Relations in Business, Government and Society (Libraries Unlimited, Inc., Colorado, 1989.)
4. J-E. Lane: State and Market – the Politics of the Public and Private (Sage Publications, London, 1985.)Patrick W. Quirk: Great Powers, Weak States, and Insurgency
5. Mehran Kamrava: Fragile Politics: Weak States in the Greater Middle East

**16.2. Recommended readings:**

1. W. N. Keyes: Government Contracts (West Publishing Co. USA, 1979.)
2. C. E. VanHorn: Politics and Public Policy (Division os Congressional Quaterly Inc. Washington, D.C. 1992.)
3. P. A. Hall: Governing the Economy (Polity Press, Oxford, 1986.)
4. K. Janda – J. M. Berry – J. Goldman: The Challenge of Democracy – Government in America (Houghton Mifflin Company, USA, 1995.)
5. D. Waldo: The Administrative State (Holmes & Meier Publishers, Inc. USA, 1984.)

Budapest, 5th January 2021

Dr. Mária BORDÁS, PhD, professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁÁJTV13
- 2. Course title:** State&Governance in a historical comparative context
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Constitutional and Legal History
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Zsuzsanna PERES, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** This subject aims to introduce and discuss the various forms of states and governments over time and space. Participants should familiarize themselves with legal historic terms and their respective development. Drawing from contemporary challenges in the public sphere, the course heavily relies on the history and development of the United States and Hungary but also compares the Western-European models in order to assess the pros and cons of any one state and government.
- 9. Competences to be achieved:**

**Knowledge:** The historical challenges of public administration and governance, control systems of public administration, and models and operation of public administration.

**Capabilities:** Analysing and solving problems connected to historical development of different states and governments.

**Attitude:** A need for life-long learning and continuous professional development. A willingness to cooperate, participate in team work.

**Autonomy and responsibility:** For exercising public power and for the quality and consequences of tasks performed.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Elméleti alapok (Theoretical Basics)
  - 11.2.** Nyugat-európai modellek: francia-német területek (Western-European Models: French-German Territories)

- 11.3. Nyugat-európai modellek: brit területek (Western-European Models: British Territories)
- 11.4. A magyar állam története (History of the Hungarian State)
- 11.5. A magyar alkotmány története (History of the Hungarian Constitution)
- 11.6. Az Amerikai Egyesült Államok története: alapítás (History of the United States of America: Founding)
- 11.7. Az Amerikai Egyesült Államok története: állam és kormányzás (History of the United States of America: State and Governance)
- 11.8. Az Amerikai Egyesült Államok története: a szövetségi alkotmány (History of the United States of America: the Federal Constitution)
- 11.9. USA esetjog: Marbury v. Madison, 5 U.S. 137 (1803). I. (U.S. Case Law: Marbury v. Madison, 5 U.S. 137 (1803). I.)
- 11.10. USA esetjog: U.S. Case Law: Marbury v. Madison, 5 U.S. 137 (1803). II.
- 11.11. USA esetjog: U.S. Case Law: Trump v. International Refugee Assistance Project, et al, 582 U.S. (2017). I.
- 11.12. USA esetjog: U.S. Case Law: Trump v. International Refugee Assistance Project, et al, 582 U.S. (2017). II.
- 11.13. Projekt: Államalapítás és a közigazgatás felállítása I. (Project: Founding a State and Setting Up the Public Administration. I.)
- 11.14. Projekt: Államalapítás és a közigazgatás felállítása II. (Project: Founding a State and Setting Up the Public Administration. II.)
- 11.15. Értékelés és összefoglalás (Assessment and Summary)

**12. The frequency of offering the subject/its position in the curriculum of the term:** spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**  
A foglalkozásokon kötelező a részvétel, legfeljebb három hiányzás megengedett.

**14. Term assignments, testing knowledge:**

Az oktató által meghatározott csoportmunka és zárthelyi dolgozat legalább elégséges szintű teljesítése.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás megszerzésének feltétele a 14. pontban meghatározott arányú részvétel a foglalkozásokon és a 15. pontban meghatározott félévközi feladatok legalább elégséges teljesítése.

**15.2. Evaluation:**

Gyakorlati jegy, a csoportmunka és a zárthelyi dolgozat ötfokozatú skálán történő értékelése

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Kammen, Michael (ed.): The Origins of the American Constitution, Penguin Books, London, 1986. pp. Introduction (vii-xxiv), 10-50.
2. Thousand Years in Europe. 1000-2000. The History of the Hungarian State. (András Gergely -

Gábor Máthé eds.), Budapest, Korona, 2000.

**16.2. Recommended readings:**

1. Hall, Kermit - Finkelman, Paul - Ely, James W. Jr. (eds.): American Legal History - Cases and Materials, 4th Ed., Oxford University Press, New York and Oxford, 2011. pp. 1.62.
2. Friedman, Lawrence M.: The History of American Law. 3rd Ed. New York, Touchstone Book, 2007. pp. 3-42.

Budapest, 5th January 2021

Dr. Zsuzsanna PERES, PhD, associate professor  
Signed with her/his own hand

## **CURRICULUM**

- 1. Course Code:** HNBTTV02
- 2. Course title:** The Common Security and Defence Policy of the European Union
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Military Sciences and Officer Training, Department of International Security Studies
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Anna MOLNÁR, PhD, professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The subject of the course is to give general overview on the major steps of development of European Security and Defence Policy. The lecture will start with the presentation of the historical aspects: basic treaties since Roma up to Lisbon. The course will then follow the concrete provisions endowing the EU with crisis management capabilities. The course will present challenges of crisis management, CSDP missions and operations military and civilian alike. Entry in force of the Lisbon Treaty, establishing new institutional structure for Common Security and Defence Policy. The role of High Representatives of the Union for Foreign Affairs and Security Policy. Enlargement of Petersberg tasks. Decision making processes in the field of CSDP, command and control options, financing, key strategic documents, recent CSDP initiatives.
- 9. Competences to be achieved:**

**Knowledge:** He/she is familiar with the defence planning system and the characteristics of the EU.

**Capabilities:** He/she is capable of analysing and assessing challenges, risks and threats threatening the international and home security. He/she is capable of interpreting defence duties, tasks and processes following from international memberships, partnerships or other relationships, and incorporating them in the decision-making processes of security- and defence policy organs.

**Attitude:** His/her personal attitude is characterized by a commitment to the objectives and interests of the international organization, if employed by any.

**Autonomy and responsibility:** Serving the aims and the interests of the international security organization, if employed by any.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**

- 11.1. Introduction
- 11.2. Historical background
- 11.3. Constitutional framework
- 11.4. Institutional system of Common Security and Defence Policy
- 11.5. From the European Security Strategy to the Global Strategy
- 11.6. Comprehensive approach, SSR, integrated approach
- 11.7. EU Battlegroups, PESCO
- 11.8. CSDP decision-making processes and financing
- 11.9. CSDP missions and operations I.
- 11.10. CSDP missions and operations II.
- 11.11. CSDP missions and operations III.
- 11.12. Current initiatives and plans
- 11.13. End-of-term writing test
- 11.14. End-of-term writing test (correction)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Participation in 75% of the lectures. Unauthorized classroom absences cannot be justified. If unauthorized absence surpasses 25% of the classes, the signature will be denied.

**14. Term assignments, testing knowledge:**

The offered mark can be obtained from the evaluation of the seminar paper and the presentation (average of each mark).

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Participation in 75% of the lectures. Unauthorized classroom absences cannot be justified. If unauthorized absence surpasses 25% of the classes, the signature will be denied.

**15.2. Evaluation:**

The offered mark can be obtained from the evaluation of the seminar paper and the presentation (average of each mark).

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Jochen Rehl and Hans-Bernhard Weissert (ed.): Handbook on CSDP, The Common Security and Defence Policy of the European Union. Wien, Armed Forces Printing Centre, 2016. ISBN: 9873902275349
2. Jochen Rehl: Handbook for decision makers, The Common Security and Defence Policy of the European Union. Wien, Armed Forces Printing Centre. 2014. ISBN: 9873902275356
3. Shared Vision, Common Action: A Stronger Europe. A Global Strategy for the European Union's Foreign And Security Policy. 2016.

**16.2. Recommended readings:**

1. Jan Joel Andersson, Daniel Fiott and Antonio Missiroli (ed.): After the EU global strategy – Consulting the experts. Security and defence. European Union Institute for Security Studies, 2016. ISBN: 9789291985036,

Budapest, 5th January 2021

Dr. Anna MOLNÁR, PhD, professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁNKDM17
- 2. Course title:** The German-French Axis as a Motor for European Integration
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Relations and Diplomacy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Péter Krisztián ZACHAR, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** For the last seventy years, the Franco-German “couple” has constituted the center of European integration and peace in Europe. Reflection on the early stage of the relationship and on contemporary ties allows us to see just how far the Franco-German partnership has come and whether it is resilient enough to steer the European project today. The seminar traces the development of the relationship between France and Germany in the 20th century, with focus on the establishment of the European Coal and Steel Community to the questions of the European Defence Community and the implementation of the EEC and Euratom. We also follow the development of the history of European political cooperation and European Councils and the impact of the often friendly relationship between the two countries on the development of the European Union. Initiatives such as economic co-operation, cultural relations and foreign and military policy measures under the Elysee Treaty will be given priority: Airbus SE or Aventis as Franco-German collaborative enterprises, the European Space Agency as intergovernmental organisation, the promotion of French and German language in both countries, creation of a joint Franco-German History Coursebook, the Franco-German University created in 1999, Arte, the Franco-German cultural TV-channel and the establishment of the Franco-German Brigade or the Eurocorps as first steps of a deeper military alliance.
- 9. Competences to be achieved:**

**Knowledge:** The students must know the structural, historical and social reasons which led to French-German friendship instead of the century old rivalry.

**Capabilities:** The students could understand the complex consequences which stem from the joint development of both states in the field of European integration. Students are capable of examining and analyzing a given regional development, or possible conflict with the acquired interdisciplinary knowledge.

**Attitude:** The students turn to their object with interest and the use of interdisciplinary approach. The attitude of students is characterized by openness and tolerance to the views, mental attitude and lifestyle of people belonging to other social groups.

**Autonomy and responsibility:** Students turn to the issue with responsibility and respect and keep in their mind that the solution of the problem is also offering new ways of thinking in Hungary. Students undertake responsibly to present their professional knowledge to the participants of social forums in an easily understandable way.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Bevezetés: a francia-német kapcsolatok történeti háttere (Introduction: the historical background of Franco-German relations)
- 11.2. Az európai integráció német és francia kezdetei (German and French beginnings of the European integration)
- 11.3. A Szén- és Acélközösségtől az Európai Védelmi Unióig (From the Coal and Steel Community to the European Defense Union)
- 11.4. Az Élysée-szerződés (The Élysée Treaty)
- 11.5. Az európai intézményrendszer kiépítése: francia és német javaslatok (Building the European Institutional System: French and German Proposals)
- 11.6. A német egység és az európai integráció (United Germany and the European integration)
- 11.7. A Nizzai Szerződés és az Európai Alkotmány érdekében a francia-német párbeszéd (The French-German dialogue in the interests of the Nice Treaty and the European Constitution)
- 11.8. Az oktatási és kulturális együttműködés eredményei (Results of educational and cultural cooperation)
- 11.9. A gazdasági együttműködés elemei (Elements of economic cooperation)
- 11.10. A német-francia külpolitika összehangolása (Coordination of the German-French foreign policy)
- 11.11. Védelempolitikai koncepciók (Defense Policy Concepts)
- 11.12. A Merkel- és Macron-faktor (The Merkel and Macron factor)
- 11.13. Kitekintés: quo vadis német-francia motor (Outlook: quo vadis German-French axis)

**12. The frequency of offering the subject/its position in the curriculum of the term: autumn or spring semester**

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A foglalkozások 75%-án kötelező a részvétel. Hiányzás esetén a feladatok pótlása a tárgyfelelőssel egyeztetve történik.

**14. Term assignments, testing knowledge:**

A félév során a hallgató 30-45 perces szóbeli előadás tart egy kiválasztott korszakról és politikus-párosról. A téma kiválasztása az első órán történik, az előadás konkrét időpontja pedig a tantárgyi program alapján kerül kijelölésre, szintén a szemeszter elején. Az értékelés szempontjai: felhasznált források, az előadás szakmai tartalma, előadásmód. Az előadásból az órai észrevételek és vita alapján írásbeli beadandó dolgozatot készít a szorgalmi időszak utolsó hetéig.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Az aláírás feltétele a 14. pontban megszabott órai részvétel teljesítése, valamint a 15. pontban

megszabott 10-15 perces szóbeli előadás megtartása.

### **15.2. Evaluation:**

Az értékelés a megtartott előadásból (50%) és az ebből készített dolgozathoz (50%) áll össze. A dolgozat: 6000 - 8000 karakter terjedelmű, hivatkozási apparátussal és bibliográfiával rendelkező, koherens, jól-strukturált, tudományos munkáknak megfelelő stílusban íródott művek kerüljenek beadásra. A plagizálás automatikus bukás. Értékelés: 60% alatt: elégtelen, 60-69%: elégséges, 70-79%: közepes, 80-89%: jó és 90% vagy 90% felett: jeles. Leadási határidő: a szorgalmi időszak utolsó hete.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Krotz, Ulrich (2015): History and foreign policy in France and Germany. Palgrave Macmillan UK. ISBN: 9780230243989
2. Sutton, Michael (2011): France and the construction of Europe, 1944-2007: the geopolitical imperative. Berghahn Books. ISBN: 9781845453930
3. Scheck, Raffael (2008): Lecture Notes, Germany and Europe, 1871–1945. Online: <http://web.colby.edu/rmscheck/Contents/>
4. Hensel, Paul R. (1999): The Evolution of the Franco-German Rivalry. In: William R. Thompson (ed.): Great power rivalries. Univ. of South Carolina Press. ISBN: 9781570032790

### **16.2. Recommended readings:**

1. Gilbert Ziebura (1997): Die deutsch-französischen Beziehungen seit 1945. Mythen und Realitäten. Verlag Günther Neske, Stuttgart. ISBN: 3788505117
2. Müller-Brandeck-Bocquet, Gisela (2005): Frankreichs Europapolitik. VS Verlag für Sozialwissenschaften, Wiesbaden. ISBN: 9783810040947
3. Sauder, Axel - Schild, Joachim (Red.) (1995): Handeln für Europa. Deutsch-französische Zusammenarbeit in einer veränderten Welt. Leske+Budrich. Opladen. ISBN: 3810013404
4. Woyke, Wichard: Deutsch-französische Beziehungen seit der Wiedervereinigung. VS Verlag für Sozialwissenschaften; Wiesbaden 2004. ISBN: 9783810041746

Budapest, 5th January 2021

Dr. Péter Krisztián ZACHAR, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁNJTE52
- 2. Course title:** The International Protection of Minority Language Rights in Europe
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Noémi NAGY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course aims to introduce students to the existing international regime of minority language rights in Europe, with special focus on the system of the Council of Europe; familiarize them with the two major international treaties related to minority languages and the language rights of minorities in Europe (i.e. the European Charter for Regional or Minority Languages = ECRML, and the Framework Convention for the Protection of National Minorities = FCNM); as well as present and evaluate the monitoring mechanisms of these treaties, that is the actual implementation of minority language rights.
- 9. Competences to be achieved:**

**Knowledge:** By the end of the course the students will have a thorough knowledge of the structure and functioning of the international legal regime of minority language protection within the Council Europe; they will have an advanced level of understanding concepts such as regional/minority languages, language rights, and multilingualism; and they will be familiar with main issues related to the situation and rights of European (language) minorities.

**Capabilities:** Students will be capable of interpreting and analysing the monitoring documents of the ECRML and the FCNM on their own; and they will be able to articulate professional views related to minorities and language issues.

**Attitude:** During the course students will develop an open, creative and solution-centered approach towards the challenges of minority and language issues, as well as empathy regarding the problems of minority groups.

**Autonomy and responsibility:** By the end of the course, students will be able to formulate proposals and make decisions on minority language issues in an autonomous, creative manner.
- 10. Required previous studies:** International Protection of Human Rights

## **11. The syllabus of the subject:**

- 11.1.** Bevezetés és fogalmi alapvetés: nyelvi jog(ok), regionális/kisebbségi nyelvek, hivatalos nyelvek, nyelvi sokféleség, nemzeti kisebbségek. (Introduction and basic concepts: language law, language rights, regional/minority languages, official languages, linguistic diversity, national minorities.)
- 11.2.** A kisebbségi nyelvek jogi helyzete általában: nemzeti, regionális és univerzális szintű védelem (Legal status of minority languages in general: national, regional and universal protection)
- 11.3.** A kisebbségi nyelvek nemzetközi jogi védelme az Európai Unióban (International legal protection of minority languages in the European Union)
- 11.4.** A kisebbségi nyelvek nemzetközi jogi védelme az Európa Tanácsban: az Emberi Jogok Európai Egyezményében rejlő potenciál és az Emberi Jogok Európai Bíróságának szerepe (International legal protection of minority languages in the Council of Europe: the potential of the European Convention on Human Rights and the role of the European Court of Human Rights)
- 11.5.** A Regionális vagy Kisebbségi Nyelvek Európai Kartája (European Charter for Regional or Minority Languages)
- 11.6.** A Nemzeti Kisebbségek Védelméről szóló Keretegyezmény (Framework Convention for the Protection of National Minorities)
- 11.7.** Esettanulmányok a monitoringanyagok önálló feldolgozása alapján (Case studies based on independent processing of monitoring materials)
- 11.8.** Összegzés; a kisebbségi nyelvek európai szintű védelmének kihívásai és távlatai (Summary; challenges and perspectives for the protection of minority languages in Europe)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

## **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A tanórákon való részvétel kötelező. A tanórák 20%-áról való hiányzás megengedett (nappali kurzus esetén: 6 óra, levelező kurzus esetén 3 óra). Pótlásra nincs mód, a megengedett hiányzás túllépése az aláírás megtagadásával jár. / Participation at classes is obligatory. Absence at 20% of the classes is permitted (in the case of daytime course: 6 classes, in the case of correspondence course: 2 classes). Making up for missed classes is not possible; exceeding the allowed absence rate will result in a refusal of signature.

## **14. Term assignments, testing knowledge:**

A Nyelvi Karta és a Kisebbségvédelmi Keretegyezmény monitoringanyagain alapuló esettanulmány bemutatása ppt-vel kísért kiselőadás formájában az órán (a kiselőadás hossza a résztvevők számától függ, kb. 30-45 perc), valamint egy 5-10 oldalas esszé formájában. / Presentation of a case study based on the monitoring materials of the ECRML and the FCNM in form of a 30-45-minute oral presentation along with ppt on class (the length of the presentation depends on the number of students participating at the course), and a 5-10-page long essay.

## **15. The exact conditions of testing knowledge, obtaining signature or credits:**

### **15.1. The exact conditions of obtaining signature:**

Részvétel a tanórák min. 80%-án; egy esettanulmány szóbeli előadása valamikor a kurzus során (9-13. tanóra); az utolsó előadásig benyújtandó írásbeli esszé az esettanulmányból. / Participation at min. 80% of the classes; oral presentation of a case study sometime during the course (classes 9-13); written essay based on the case study to be submitted until the last class.

### **15.2. Evaluation:**

Aláírás megléte (lásd előző pont) esetén félévközi jegy a választott esettanulmány szóbeli (40%) és írásbeli (60%) bemutatása alapján. A jegy kialakításának módja: 0-50: 1, 51-60: 2, 61-75: 3, 76-89:

4, 90-100%: 5. A kurzus 51% felett minősül teljesítettnek. / For students having a signature (see the previous point), mid-term grade will be based on the oral (40%) and written (60%) presentation of their selected case study. The grade will be calculated as follows: 0-50: 1, 51-60: 2, 61-75: 3, 76-89: 4, 90-100%: 5. The course is passed if the student obtains at least 51%.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Nagy Noémi: Fenntartható nyelvi sokszínűség? – Az európai nyelvepolitika jogi keretei. In: Bartha Csilla, szerk.: Általános Nyelvészeti Tanulmányok 28: A többnyelvűség dimenziói: terek, kontextusok, kutatási távlatok (pp. 57-71). Akadémiai Kiadó, Budapest, 2016. ISBN: 978-963-05-9861-3
2. Nogueira López, Alba – Ruiz Vieyetez, Eduardo J. – Urrutia Libarona, Inigo (szerk.): Shaping Language Rights: Commentary on the European Charter for Regional of Minority Languages in light of the Committee of Experts' evaluation. Council of Europe Publishing, Strasbourg, 2012. ISBN: 978-92-871-7408-6
3. Verstichel, Annelies – Alen, André – De Witte, Bruno – Lemmens, Paul (szerk.): The Framework Convention for the Protection of National Minorities. A Useful Pan-European Instrument? Intersentia, Antwerp, 2008. ISBN: 90-5095-643-2

### **16.2. Recommended readings:**

1. Andrassy György: Nyelvi jogok. A modern állam nyelvi jogának alapvető kérdései, különös tekintettel Európára és az európai integrációra. Studia Europaea, Pécs, 1998. ISBN: 963-641-654-0
2. Dunbar, Robert – Parry, Gwynedd – Klinge, Simone (szerk.): The European Charter for Regional or Minority Languages: Legal Challenges and Opportunities. Council of Europe Publishing, Strasbourg, 2008. ISBN: 978-92-871-6333-2
3. Weller, Marc: Oxford Commentaries on International Law. The Rights of Minorities. A Commentary on the European Framework Convention for the Protection of National Minorities. Oxford University Press, Oxford, 2005. ISBN 0-19-927858-x
4. Woehrling, Jean-Marie: The European Charter for Regional or Minority Languages: a Critical Commentary. Council of Europe Publishing, Strasbourg, 2005. ISBN 978-92-871-5572-6

Budapest, 5th January 2021

Dr. Noémi NAGY, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁLLTV13
- 2. Course title:** The Personnel of the Public Sector in a Comparative Perspective
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Lőrincz Lajos Department of Public Administration
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Viktória LINDER, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The subject describes from a comparative point of view the special aspects of public sector employment and personnel. Public service staff categories with different statuses in different administrative models and countries will be presented; civil servants in public administration, occasionally employees in specific sectors or public institutions (eg. health, education), officers of law enforcement. Some statutory elements of public sector employment will be highlighted through specific examples of presented countries.
- 9. Competences to be achieved:**

**Knowledge:** He/she is familiar with the public services of the European Union and member states' and partner countries' relevant for Hungary.

**Capabilities:** He/she is capable of describing patterns of models of public administration

**Attitude:** He/she is committed to the public service, when working in an international organization for the purposes and interests of the organization, and capable of tolerance in an international environment.

**Autonomy and responsibility:** Is committed to serving and representing the goals and interests of the organization when working for a governmental or international organization.
- 10. Required previous studies:** -
- 11. The syllabus of the subject:**
  - 11.1.** Az állam feladatait ellátó személyi állomány kialakulása. Development of public employment.
  - 11.2.** A modern közigazgatás és közszolgálat kialakulásának összefüggései. Parallels between the development of modern public administration and civil service.

- 11.3.** A közzféra személyi állománya – a tág értelemben vett közszolgálat. The personnel of public sector - public service in a broad context.
- 11.4.** Közszolgálat-fogalmak, közszolgálat-értelmezések. Public service concepts, public service interpretations.
- 11.5.** A közzféra alkalmazás főbb európai mintái, a közszolgálat tagolása. Main European patterns of public sector employment, division of public service.
- 11.6.** Modellek a közzféra személyi állományának foglalkoztatási viszonyaiban. Models in public service employment.
- 11.7.** Jogi szabályozás és humán erőforrás gazdálkodás a közzférában összehasonlító aspektusból. Legal regulation and human resource management from a comparative perspective.
- 11.8.** Reformfolyamatok a közzféra foglalkoztatás nemzetközi gyakorlatában – az új közmenedzsment hatása, a neo-weberi közszolgálat. Reforms in an international context - impacts of New Public Management, the Neo-Weberian Public Service.
- 11.9.** A közzféra alkalmazás versenyképessége - az állam, mint példamutató foglalkoztató. Competitiveness of the public sector employment - the state as an exemplary employer.
- 11.10.** A közzféra foglalkoztatás modell-független jegyei napjainkban. Model-independent features of public sector employment today.
- 11.11.** Közzféra foglalkoztatás a francia modell országában. The French model.
- 11.12.** Közzféra foglalkoztatás a német modell országában. The German model.
- 11.13.** Közzféra foglalkoztatás az angolszász-skandináv országokban. The Anglo-Saxon model.
- 11.14.** Közzféra foglalkoztatás a rendszerváltó országokban. A magyar közzféra foglalkoztatás nemzetközi összehasonlításban. Hungarian public sector employment in international comparison.
- 12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester
- 13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**
- 14. Term assignments, testing knowledge:**
- 15. The exact conditions of testing knowledge, obtaining signature or credits:**
- 15.1. The exact conditions of obtaining signature:**
- 15.2. Evaluation:**
- 15.3. The exact conditions of obtaining credits:**
- The requirement for earning credits are obtaining the signature and passing the exam exam (K).
- 16. Bibliography:**
- 16.1. Compulsory readings:**
1. Who is a civil servant and who is not – and why? EIPA. Maastricht
  2. Demmke, Christoph – Timo, Moilanen (2010): Civil Services in the EU of 27 – Reform Outcomes and the Future of the Civil Service. Peter Lang. Frankfurt am Main
  3. Meyer-Sahling, Jan-Hinrik. The Durability of EU Civil Service Policy in Central and Eastern Europe after Accession. Governance: An International Journal of Policy, Administration, and Institutions, Vol. 24, No.2 2, April 2011 231-260
  4. Page, C., Edward - Wright, Vincent (1999): Bureaucratic Élités in Western European States. Oxford University Press
- 16.2. Recommended readings:**

1. Braibant, Guy: Existe-t-il un système européen de fonction publique? Revue française d'administration publique No. 68, 1993.
2. Bossaert, Danielle – Demmke, Christoph (2003): Der öffentliche Dienst in den Beitrittsstaaten. Neue Trends und die Auswirkungen des Integrationsprozesses. Maastricht. EIPA
3. Bouckaert, Geert: La réforme de la gestion publique change-t-elle les systèmes administratifs? In: Revue française d'administration publique. No 105-106. 2003
4. LAGÚNA DE PAZ, José Carloz: La carrera administrativa en la función pública: promoción y movilidad. Revista de Estudios de la Administración Local y Autonómica. Madrid. 2008. Instituto Nacional de la Administración Pública
5. Linder, Viktória: Balancing between Models: Job Security as a Determinant Factor for Classification: The Hungarian Civil Service System in a European Comparative Context. In NISPAcee (ed.): Government vs. Governance in Central and Eastern Europe: From Pre-Weberianism to Neo-Weberianism? Bratislava
6. OECD: Skills for a High Performing Civil Service, OECD Public Governance Reviews, Paris, OECD Publishing, 2017.

Budapest, 5th January 2021

Dr. Viktória LINDER, PhD, associate professor  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁKKTE113
- 2. Course title:** Theories of the state and Governance - Challenges and Perspectives
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 100% seminar, 0% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Governance and Public Policy
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Zsuzsanna FEJES, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (0 LEC + 28 SEM)
    - 7.1.2. Part time course: 8 (0 LEC + 8 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (0 LEC + 2 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The aim of the course is to provide an overview on the basic principles and sources of the theories of the state and governance. Lectures will discuss topics such as the nature of power, authority and sovereignty, theories of social contract, conditions of political legitimacy, the social role of conflict and cooperation, the nature of the state, and major alternatives in political sciences and governance theories. The course analyzes how some political concepts and European values were shaped during the 20th-21st centuries. After the introduction into theory of the state and an analytical description of the historical development of the governmental systems, the course focuses on the basic approaches of sovereignty, and discusses the constitutional principle of democracy and rule of law. The course will also analyse what is the impact of globalization on the nation-state, how should be redesigned the place and functions of the state in the global word order; what state capacities are most needed to respond to the challenges of globalization. These are all crucial questions, which will be addressed in this course whose main objective is to explore what factors contribute to the successful integration of a country into the globalized world policy. Students will be able to acquire in-depth knowledge about the general concept of statehood, constitutionalism, and the fundamental principles of democracy.
- 9. Competences to be achieved:**

**Knowledge:** The comprehensive synthesis of the complex knowledge of the state and the governance. The economic, political and social contexts of the state internationally and regionally. The correlations between processes influencing the state and governance. The systematic contexts, theories and the underlying conceptual system regarding the tasks, structure and functioning of the state.

**Capabilities:** Adopting a professional and complex approach to models and techniques of governance. Handling different issues in an interdisciplinary manner establishing a synthesis characteristic to the concepts of public governance.

**Attitude:** A comprehensive approach based on social, legal, economic and political science. An open-minded, sensitive and inquiring attitude to the social, political and economic analysis and management of complex global and regional impacts influencing the 21st century state. An intention to apply the comprehensive knowledge acquired systematically. Critical thinking about the processes influencing our century.

**Autonomy and responsibility:** He/she takes responsibility for his/her work. He/she is capable of carrying out comprehensive and complex tasks on his/her own initiative. He/she applies a wide range of methods and techniques of public governance in practice independently in contexts varied in complexity and certainty.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

11.1. Introduction

11.2. Political theories of the state I.: Sovereignty. Theories and questions of sovereignty. Social contracts theories (contract of government). The relation between natural and legal rights. The man and the state. (Hobbes T., Locke J., Rousseau J-J.)

11.3. Political theories of the state II.: The idea of the separation of power. Montesquieu: The Spirit of Laws. Decentralised power distribution. Typology of state structures.

11.4. The Modern State. Forms of government in Europe.

11.5. The concept of Democracy and Rule of Law. Models of Democracy.

11.6. Comparative analysis of Democracy and Democratization

11.7. State and governance. Public administration and the democratic governance

11.8. Models of government administration.

11.9. Modernization the state: administrative reforms. Good state and good governance.

11.10. Evolution of the European idea. Added values of common European cultural heritage. Unity in diversity.

11.11. European integration and the nationalities question. Europe, the state and the nation. European constitutionalism.

11.12. Nationalism and multiculturalism. New Social Movements.

11.13. Globalization and the State. Globalization and Governance.

11.14. Globalization and the Role of the State: Challenges and Perspectives.

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Active class participation is required with 3 absences.

**14. Term assignments, testing knowledge:**

Classes include lectures, team works and individual research projects, student presentations, case study-based approach, classroom debate. Students are required to prepare a power-point presentation (25-30 minutes) in work-groups

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

Active class participation is required with 3 absences. Students are required to prepare a power-point presentation (25-30 minutes) in work-groups

### **15.2. Evaluation:**

Final assessment: Active class participation is required with 3 absences. Students are required to prepare a power-point presentation (25-30 minutes) in work-groups, and 3.)submit a final paper, based on individual reserach, following the formal criteria: When calculating the final grade, the assessment criteria will be considered with the following weight: Class attendance: 10%, Class activity (assignments individually and presentations in group): 40%, Final paper: 50%. Grading scale: 90-100% 5, 77-89% 4, 64-76% 3, 51-63% 2, 0-50% 1 (Fail). The general rules of rounding apply in case points earned place students between two grades.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Jon Pierre: Globalization and governance. Edward Elgar, USA, 2013.
2. George Klosko (ed.): The Oxford Handbook of the History of Political Philosophy. Oxford, 2011.
3. David Held: Models of Democracy. Stanford University Press, Stanford, California, 2006. Chapter 3 (70-89) Chapter 5 (157-197) Chapter 6 (199-233) Chapter 10 (335-353)
4. Gerald F. Gaus and Chandran Kukathas: Handbook of Political Theory, SAGE, London, 2004.

### **16.2. Recommended readings:**

1. Ruhlman, M. A.: Who Participates in Global Governance? States, bureaucracies, and NGOs in the United Naions. Routledge, London–New York,2015.
2. Francis Fukuyama: State Building: Governance and World Order in the 21st Century: Governance and World Order in the Twenty-first Century, Cornell University Press, 2004.
3. Alexandroff, A. S. – Cooper, A. F. (eds.): Rising States, Rising Institutions. Challenges for Global Governace. The Centre for International Governance Innovation. Ontario, 2010.

Budapest, 5th January 2021

Dr. Zsuzsanna FEJES, PhD, associate professor  
Signed with her/his own hand



**CURRICULUM**

- 1. Course Code:** ÁNJTE53
- 2. Course title:** United in Diversity? - The Language Policy of the EU
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Noémi NAGY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** The course aims to introduce students to the language policy of the European Union, familiarize them with the status of EU language law within the international law on language rights, the institution of the official language of the European Union, the case law of the Court of Justice of the European Union related to language rights, as well as EU policies designed to promote linguistic diversity (protection of regional or minority languages, multilingualism and language learning).
- 9. Competences to be achieved:**

**Knowledge:** Adequate understanding of the approach of the European Union in relation to linguistic diversity as well as of related policy documents, legislation and case law of the European Union. Thorough knowledge of the position of EU language policy within international law on language rights and the trends in its legal development.

**Capabilities:** Students will be capable of interpreting and analysing the language policy documents of the EU institutions and the CJEU cases on their own; and they will be able to articulate professional views related to language issues in the context of the European Union.

**Attitude:** During the course students will develop a comprehensive, holistic, solution-centered approach towards the linguistic challenges of the EU, as well as empathy regarding the problems of minority groups related to their language use.

**Autonomy and responsibility:** By the end of the course, students will be able to formulate proposals and make decisions on language policy issues within the EU in an autonomous, responsible manner.
- 10. Required previous studies:** International Protection of Human Rights and one other course about European Studies.

## **11. The syllabus of the subject:**

- 11.1.** Bevezetés: Nyelvpolitika, nyelvi jogok, nyelvi ideológiák. Az uniós nyelvi jog helyzete a nemzeti és nemzetközi nyelvi jog viszonylatában. (Introduction: Language policy, language rights, language ideologies. The position of EU language law in relation to national and international law on language rights.)
- 11.2.** Az uniós nyelvi jog felépítése és alapfogalmai. Az EU hivatalos nyelvei. (The structure and basic concepts of EU language law. Official languages of the EU.)
- 11.3.** Intézményi nyelvhasználat. A „még hivatalosabb” nyelvek problematikája. (Language use of EU institutions. The problem of ‘more official’ languages.)
- 11.4.** A tagállamok nyelvhasználat: A diszkrimináció tilalmának vertikális hatálya (közsféra) (4-5. óra) (Language use of Member States: the vertical scope of the prohibition of discrimination (public sector) (4-5. óra))
- 11.5.** A tagállamok nyelvhasználat: A diszkrimináció tilalmának horizontális hatálya (magánszféra) (6-7. óra) (Language use of Member States: the horizontal scope of the prohibition of discrimination (private sector) (6-7. óra))
- 11.6.** A nyelvi diszkrimináció fokozatos önállósulása – az uniós bíróság joggyakorlatának újabb esetei. (Linguistic discrimination gradually becoming independent – recent cases of the CJEU’s jurisprudence.)
- 11.7.** Regionális és kisebbségi nyelvek védelme. Többynvelvűség, nyelvtanulás. (The protection of regional and minority languages. Multilingualism, language learning.)
- 11.8.** Nyelvideológiák az EU-ban. Irányvonalak az uniós bíróság nyelvi vonatkozású ítélezési gyakorlatában. (Language ideologies in the EU. Trends in the case law of the Court of Justice of the European Union related to language use.)
- 11.9.** A hallgatók szóbeli előadásai, reflexiók (11-13. óra) (Students’ oral presentations. Reflections. (11-13. óra))
- 11.10.** Összegzés: „Egység a sokféleségben?” – mit tudunk meg az EU nyelvpolitikájáról? Az uniós nyelvi jog távlatai. (Summary: „United in diversity?” – What have we learnt about the language policy of the EU? Prospects for EU language law.)

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

## **13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A tanórákon való részvétel kötelező. A tanórák 20%-áról való hiányzás megengedett (nappali kurzus esetén: 6 óra, levelező kurzus esetén 3 óra). Pótlásra nincs mód, a megengedett hiányzás túllépése az aláírás megtagadásával jár. / Participation at classes is obligatory. Absence at 20% of the classes is permitted (in the case of daytime course: 6 classes, in the case of correspondence course: 2 classes). Making up for missed classes is not possible; exceeding the allowed absence rate will result in a refusal of signature.

## **14. Term assignments, testing knowledge:**

Az Európai Unió Bíróságának valamely, nyelvi jogokkal kapcsolatos döntésének bemutatása ppt-vel kísért kiselőadás formájában az órán (a kiselőadás hossza a résztvevők számától függ, kb. 30-45 perc), valamint egy 5-10 oldalas esszé formájában. / Presentation of a selected CJEU case related to language rights in form of a 30-45-minute oral presentation along with ppt on class (the length of the presentation depends on the number of students participating at the course), and a 5-10-page long essay.

## **15. The exact conditions of testing knowledge, obtaining signature or credits:**

### **15.1. The exact conditions of obtaining signature:**

Részvétel a tanórák min. 80%-án; egy EUB döntés szóbeli előadása valamikor a kurzus során (11-13. tanóra); az utolsó előadásig benyújtandó írásbeli esszé a választott jogesetből. / Participation at min. 80% of the classes; oral presentation of a CJEU case sometime during the course (classes 11-13); written essay based on the selected court case to be submitted until the last class.

### **15.2. Evaluation:**

Aláírás megléte (lásd előző pont) esetén félévközi jegy a választott jogeset szóbeli (40%) és írásbeli (60%) bemutatása alapján. A jegy kialakításának módja: 0-50: 1, 51-60: 2, 61-75: 3, 76-89: 4, 90-100%: 5. A kurzus 51% felett minősül teljesítettnek. / For students having a signature (see the previous point), mid-term grade will be based on the oral (40%) and written (60%) presentation of their selected court case. The grade will be calculated as follows: 0-50: 1, 51-60: 2, 61-75: 3, 76-89: 4, 90-100%: 5. The course is passed if the student obtains at least 51%.

### **15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

## **16. Bibliography:**

### **16.1. Compulsory readings:**

1. Craufurd Smith, Rachael (ed.): Culture and European Union Law. Oxford University Press, Oxford, 1994 (selected chapters). ISBN: 978 019 927 547 2
2. Láncoş Petra Lea: From the Principle of Linguistic Diversity to Enforceable Language Rights in the European Union. In: Marcel Szabó, Petra Lea Láncoş, Réka Varga (ed.): Hungarian Yearbook of International Law and European Law. Eleven International Publishing, The Hague, 2014. pp. 93-120. ISBN: 978 946 236 070 9
3. Nic Shuibhne, Niamh: EC Law and Minority Language Policy. Culture, Citizenship and Fundamental Rights. Kluwer Law International, The Hague - London - New York, 2002. (selected chapters) ISBN: 978 904 111 733 5

### **16.2. Recommended readings:**

1. Krzyżanowski, Michal – Wodak, Ruth: Hegemonic multilingualism in/of the EU institutions: An inside-outside perspective on the European language policies and practices. In: Cornelia Hülbauer – Eva Vetter – Heike Böhringer Mehrsprachigkeit: aus der Perspektive zweier EU-Projekte – DYLAN meets LINEE. Peter Lang GmbH, Frankfurt am Main, 2010. pp. 115–132. ISBN: 978 363 160 841 8
2. Rindler Schjerve, Rosita – Vetter, Eva: European Multilingualism. Current Perspectives and Challenges. Multilingual Matters, Bristol - Buffalo - Toronto, 2012. ISBN: 978 184 769 734 9
3. Schilling, Theodor: Language Rights in the European Union. German Law Journal, 2008/10. pp. 1219-1242.
4. Vizi Balázs: Minority Languages and Multilingualism in Europe and in the European Union. In: Marácz, László – Rosello, Mireille (eds.): Multilingual Europe and Multicultural Europeans: concepts and consequences of European multilingualism. Rodopi, Amsterdam, 2012. pp. 135–157. ISBN: 978 904 203 528 7

Budapest, 5th January 2021

Dr. Noémi NAGY, PhD, associate professor  
Signed with her/his own hand

**UNIVERSITY OF PUBLIC SERVICE**

**Faculty of Public Governance and  
International Studies**

**CURRICULUM**

- 1. Course Code:** ÁNJTE50
- 2. Course title:** United Nations Peacekeeping
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 50% seminar, 50% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of International Law
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. András HÁRS, PhD, senior lecturer
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** During the lectures the students receive insight on the peacekeeping operations of the United Nations. In the first half of the semester, the students get to know how UN peace operations evolved, what were the various milestones which shaped peace missions. Through teamwork, the students will become familiar with decision making on a global level and the answers the Organization provides to these dilemmas. During the second half of the semester, special challenges, namely sexual exploitation and abuse in UN peace operations will be discussed, as well as individual and international responsibility for these conducts.
- 9. Competences to be achieved:**

**Knowledge:** The student should possess the knowledge of analysing the various aspects of UN peace operations as well as differentiating between the various aspects of what constitutes a successful peace operation and the pitfalls to avoid. The student needs to possess all necessary skills to know the fundamentals of UN peace operations, especially the current challenges it faces. The student has to be able to apply the correct terminology and having a thorough knowledge on UN peace missions, the student should be able to form his/her own opinion about the current challenges the Organization faces and has to support that opinion with facts learned during the course to his/her peers as well as the lecturer.

**Capabilities:** Able to adequately apply the specific terminology of the course. Able to present his/her arguments to his/her peers concerning a segment on UN peace operations. Able to filter relevant information and compile a written assignment on UN peacekeeping. Able to form a team environment necessary to succeed in joint tasks.

**Attitude:** Respects the opinion of others even they differ from his/her own. Critical about news presented by the ordinary media and uses professional sources for his/her work. Accepts that decision-making in a group can also be effective.

**Autonomy and responsibility:** Abides by and enforces professional standards. Able to correct his/her mistakes. Formulates professional proposals in an autonomous fashion.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Introduction, discussion of completion criteria and literature
- 11.2. The UN family and the establishment of peace operations
- 11.3. Security Council, differentiation between coercive action, humanitarian intervention and peacekeeping
- 11.4. Evolution of peace operations I.
- 11.5. Evolution of peace operations II.
- 11.6. Changing mandates in peace operations
- 11.7. Teamwork: general challenges
- 11.8. Current successes, challenges and limits
- 11.9. Responsibility of states and international organizations
- 11.10. Types of personnel and crimes committed – sexual exploitation and abuse (SEA) explained
- 11.11. Teamwork: specific challenges of peace operations
- 11.12. UN Responses to SEA
- 11.13. Individual Responsibility – International Criminal Court and other justice mechanisms: tri-hybrid courts, TCC, host state
- 11.14. Exam
- 11.15. Evaluation

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

foglalkozásokon nincs minimum részvételi kötelezettség, azonban előre látható tartós távolmaradás (Erasmus, munka, külföldre vezénylés, stb.) esetén a kedvezményes tanrendben történő teljesítés nem támogatott

**14. Term assignments, testing knowledge:**

2 házi feladat (írásbeli beadandó dolgozat) benyújtása

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

2 házi feladat (írásbeli beadandó dolgozat) benyújtása

**15.2. Evaluation:**

Többkomponensű félévközi értékelési rendszer az alábbiak szerint: 10%: órai jelenlét, 20%: foglalkozásokon való konstruktív aktivitás, 20%: házi feladat (beadandó dolgozat) két alkalommal, 50%: írásbeli vizsga a félév végén, Értékelési határok: 81-100%: jeles, 71-80%: jó, 61-70%: közepes, 51-60%: elégséges, 0-50%: elégtelen.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Bellamy, Alex J. – Williams, Paul D. – Griffin, Stuart (2017): Understanding Peacekeeping, Cambridge, Polity Press, ISBN: 9780745641867

**16.2. Recommended readings:**

1. Koops, Joachim A. – MacQueen, Norrie – Tardy, Thierry – Williams, Paul D. (2017): The Oxford Handbook of United Nations Peacekeeping Operations, Oxford, Oxford University Press, ISBN: 9780198809241
2. Burke, Róisín Sarah (2014): Sexual Exploitation and Abuse by UN Military Contingents – Moving Beyond the Current Status Quo and Responsibility under International Law, Leiden, Brill-Nijhoff, ISBN: 9789004208476

Budapest, 5th January 2021

Dr. András HÁRS, assistant lecturer  
Signed with her/his own hand

## CURRICULUM

1. **Course Code:** HNBTTE04
2. **Course title:** V4 tanulmányok
3. **Credit value and course structure:**
  - 3.1. 2 credit
  - 3.2. ratio of lectures and seminars: 50% seminar, 50% lecture
4. **Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
5. **Name of organizational unit responsible for its education:** Faculty of Military Sciences and Officer Training, Department of International Security Studies
6. **Name, position, academic degree of tutor responsible for the curriculum:** Dr. Péter STEPPER, PhD, senior lecturer
7. **Number and types of classes**
  - 7.1. full number of classes/semester:
    - 7.1.1. Full time course: 28 (14 LEC + 14 SEM)
    - 7.1.2. Part time course: 8 (4 LEC + 4 SEM)
  - 7.2. weekly number of classes - full time course: 2 (1 LEC + 1 SEM)
  - 7.3. Further special or unique methods applied throughout of the course: -
8. **The academic content of the subject:** This course revolves around the topics of Central European history, the transformation period of the 1990s, the euroatlantic integration of the region and recent debates on the future of Europe. Among the various regional cooperation formats such as the V4, CEI, CEFTA, Slavkov, Weimar, TSI, Bucharest 9, the Visegrad cooperation is the core of policy-making activity, which is a non-institutionalized, but still long-lasting platform of political dialogue. The course intends to analyze the historical role of V4 in EU/NATO accession procedure as well as its present activity within the euroatlantic structure.
9. **Competences to be achieved:**

**Knowledge:** Is familiar with the regional dimensions of the operation of international relations, international economic relations and the operations of the international community.

**Capabilities:** Is capable of analysing and assessing security challenges, threats and risks.

**Attitude:** His/her attitude is characterized by an ability to identify, analyse and solve problems.

**Autonomy and responsibility:** By representing his/her professional position, he/she responsibly participates in the operation of his/her work organisation, in the elaboration, discussion and implementation of professional concepts.
10. **Required previous studies:** -
11. **The syllabus of the subject:**
  - 11.1. Between History and Geography: The position of Central Europe
  - 11.2. End of communism and its effect on the V4
  - 11.3. Economic transformation of the V4

- 11.4. Regional cooperation beyond V4
- 11.5. V4 and the EU accession process
- 11.6. V4 and NATO integration
- 11.7. Public opinion on the importance of V4
- 11.8. Regionalism in the EU
- 11.9. V4 in contemporary European politics
- 11.10. V4 mechanisms in practice
- 11.11. V4 policy issues: energy
- 11.12. V4 policy issues: digitization
- 11.13. V4 policy issues: EU enlargement towards the Western Balkans
- 11.14. V4 policy issues: Eastern Partnership
- 11.15. Summary

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

A tantárgy elfogadásához a tanórák legalább 75 %-án jelen kell lennie a hallgatónak. A távollét igazolását elektronikusan kell megküldeni a tárgyfelelős számára. A hallgató köteles az előadás anyagát beszerezni, abból önállóan felkészülni. Az elfogadható hiányzások mértékének túllépése esetén következményként az aláírás megtagadásra kerül és a hallgató nem bocsátható vizsgára.

**14. Term assignments, testing knowledge:**

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A foglalkozásokon való részvételre vonatkozó feltételek teljesítése.

**15.2. Evaluation:**

Írásbeli vizsga, amelyen 100 pont szerezhető. 50 pont szerezhető egy feleletválasztós teszten, 50 pont pedig 4 rövid esszé megírásával. A kreditek megszerzésének feltétele az aláírás megszerzése és legalább elégséges kollokvium (K) teljesítése.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam term mark (GYJ).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Stepper Péter: Central Europe and the Visegrad Cooperation, Antall József Knowledge Centre, Budapest, 2018. ISBN: 978-615-5559-41-9
2. Zaltko Sabic – Petr Drulák: Regional and International Relations of Central Europe, Palgrave MacMillan, London, 2012. ISBN: 978-1-137-28345-0.

**16.2. Recommended readings:**

1. Tálás Péter: Kelet-Közép-Európa sajátosságai Az európai politikai térben. NKE, Budapest, 2016. ISBN 978-615-5527-87-6

Dr. Péter STEPPER, PhD, senior lecturer  
Signed with her/his own hand

**CURRICULUM**

- 1. Course Code:** ÁKNGTE57
- 2. Course title:** World Economics
- 3. Credit value and course structure:**
  - 3.1.** 2 credit
  - 3.2.** ratio of lectures and seminars: 0% seminar, 100% lecture
- 4. Name of major(s), specializations (where it is taught):** FPGIS Elective course in foreign language, MA level
- 5. Name of organizational unit responsible for its education:** Faculty of Public Governance and International Studies, Department of Economics and International Economics
- 6. Name, position, academic degree of tutor responsible for the curriculum:** Dr. Viktória VÁSÁRY, PhD, associate professor
- 7. Number and types of classes**
  - 7.1.** full number of classes/semester:
    - 7.1.1. Full time course: 28 (28 LEC + 0 SEM)
    - 7.1.2. Part time course: 8 (8 LEC + 0 SEM)
  - 7.2.** weekly number of classes - full time course: 2 (2 LEC + 0 SEM)
  - 7.3.** Further special or unique methods applied throughout of the course: -
- 8. The academic content of the subject:** During the course students will be introduced to the basic concepts and the context of world economics, including topics such as world order, world economy, world economics; globalization; international trade; international finance; transnational and multinational companies; international competitiveness; growth and / vs. development; "New economic geography"; regional economic integrations. At the end of the course, with this knowledge, the impact of the systemic changes in Central and Eastern Europe on the role of the countries of the region, (especially Hungary) in the world economy will be discussed.
- 9. Competences to be achieved:**

**Knowledge:** The players and context of global economy, the theoretical basics and practical factors of economic policy-making. The regional dimensions of the operation of international relations, international economic relations and the operations of the international community. The most important actors, mechanisms and processes of the world economy.

**Capabilities:** Forming his/her professional opinion accurately, fast and concisely. Understanding the changes undergoing in the foreign policy, economic and security environment around Hungary. Performing tasks related to international economic processes.

**Attitude:** An ability to identify, analyse and solve problems. An ability to protect and represent the interest of the organization based on his/her knowledge. Interested in the world economic processes and in their effects on Hungary.

**Autonomy and responsibility:** He/she is able to consider options and select the best alternative while taking into consideration the professional interests and goals of his/her profession. He/she has a professional opinion and is able to decide accordingly. He/she is capable to work independently and make decisions related to the world economy.

**10. Required previous studies: -**

**11. The syllabus of the subject:**

- 11.1. Bevezetés, alapfogalmak. Világrend, világgazdaság, világgazdaságtan (Introduction, basic concepts. World order, world economy, world economics);
- 11.2. A világgazdaság a XXI. század elején (The world economy at the beginning of the 21st century);
- 11.3. A globalizáció fogalma és gyakorlata (Concept and practice of globalization);
- 11.4. Nemzetközi kereskedelmi folyamatok (International trade processes);
- 11.5. Nemzetközi pénzügyi folyamatok (International financial processes);
- 11.6. Transznacionális és multinacionális vállalatok a világgazdaságban (Transnational and multinational corporations in the world economy);
- 11.7. Nemzeti fejlődés és nemzetközi versenyképesség (National development and international competitiveness);
- 11.8. Növekedés és fejlődés - „élet a GDP-n túl” (Growth and development - "life beyond GDP");
- 11.9. Nemzetközi kereskedelem: szabályozás és intézmények (International Trade: Regulation and Institutions);
- 11.10. Az „új gazdaságföldrajz” (The "new economic geography"); Regionális gazdasági integrációk (Regional economic integrations);
- 11.11. Európai és regionális integrációs folyamatok magyar szemszögből (European and regional integration processes from a Hungarian perspective);
- 11.12. Aktuális világgazdasági kérdések, „forró pontok” (Current world economic issues, "hot spots");
- 11.13. Összegzés, következtetések (Summary and conclusions).

**12. The frequency of offering the subject/its position in the curriculum of the term:** autumn or spring semester

**13. Requirements of attendance, acceptable absence, opportunity for making up missed classes:**

Az előadásokon a részvétel nem kötelező, de - a tananyag megfelelő megértése érdekében - ajánlott.

**14. Term assignments, testing knowledge:**

Két, 50-50 pontos félévközi zárthelyi dolgozat, amelyek összesített eredménye alapján megajánlott jegy adható, a 16.2 pontban szereplő értékelési skálának megfelelően.

**15. The exact conditions of testing knowledge, obtaining signature or credits:**

**15.1. The exact conditions of obtaining signature:**

A félévközi zárthelyi dolgozatok megírása; igazolt hiányzás esetén a dolgozat megírása az oktatóval egyeztetett időpontban pótolható.

**15.2. Evaluation:**

A vizsgaidőszakban tett 100 pontos írásbeli vizsgával. Ponthatárok és érdemjegyek: 0-50: elégtelen, 51-59: elégséges, 60-74: közepes, 75-87: jó, 88-100: jeles.

**15.3. The exact conditions of obtaining credits:**

The requirement for earning credits are obtaining the signature and passing the exam exam (K).

**16. Bibliography:**

**16.1. Compulsory readings:**

1. Frederick P. Stutz: The World Economy: Geography, Business, Development, 6th edition, Pearson India, 2014, ISBN: 978-933-25-3647-0; OECD Economic Outlook (various issues)

**16.2. Recommended readings:**

Budapest, 30th November 2022

Dr. Viktória VÁSÁRY, PhD, associate professor  
Signed with her/his own hand