# POST GRADUATE (PH.D.) PROGRAM of INTERNATIONAL STUDIES

# Eötvös Loránd University Budapest

# Faculty of Social Sciences, Doctoral School of Sociology

**Discipline**: International Studies

**Level**: Doctoral (Ph.D.)

**Aim of the program**: to ensure the existence of a new generation of scientists dedicated to international studies and related sciences, their thorough preparation for acquiring the Ph.D. qualification and for carrying out independent academic research and lecturing activities at a post-graduate academic level. The program aims to provide this in conformity with international educational standards in international studies, meeting formal and content requirements; as well as providing highly qualified research experts and university teachers in the future, along with training specialists (of both theoretical and practical approach) for different fields of international relations practice at high level, recognized on an international scale.

**Length of the program**: 4+4 semesters (+2 semesters).

**Periods**:

* educational and research phase, 4 semesters;
* research and thesis writing phase, 4 semesters.

At the end of the first two years, there is a complex exam.

The four-year educational period ends with the preliminary discussion of the full draft version of the dissertation, the absolutorium, and defense of the dissertation.

**Options**: Full-time education, correspondence education.

**Finances**: Limited number of state scholarship available, tuition fee.

**Requirements**: University MA degree in social sciences, or MSC degree, enrolment interview, study plan.

**Language requirements**: one complex intermediate level state exam in a foreign language (non-Hungarian).

**Full credit requirements**: 240 credits.

**Ways of obtaining credits (modules)**:

**Educational and research phase**: course work and scientific research (1 and 2 years)

* course credits minimum: **70** credits;
* scientific credits minimum: **30** credits,
* complex exam **20** credits.

**Research and thesis writing phase** (3 and 4 years)

* scientific work: **105** credits
* teaching experience: **15** credits.

**A) Educational and research phase: course work and scientific research**

Purpose of the phase: the purpose of the educational and research phase is twofold. On one hand, students must start doing independent work (science module). On the other hand, adjusting to the nature of social science research, students have the opportunity to gain insight into qualitative/quantitative research methods, and theories adherent to the specialization of international studies.

1. Introductory seminars

Introductory seminars are around the topics of political philosophy, theory of international relations, international political sociology, European studies and international human rights, along with research design and method. Minimum requirement: to complete the introductory module in the I. semester, obligatory for 30 credits altogether. In the II. semester, two courses have to be selected from three fields; obligatory for 10 credits altogether.

Students must prepare a study plan during the first semester until the end of the academic period with the direction of their tutors. This contains the types of subjects the student will be attending from the following semester. (The study plans have to be handed in for the officer in the Registrar’s Office. They will be also handed over to the program leader.)

1. Elective research seminars

Elective seminars dedicated to topics relevant to the doctoral program, and the research field of the students. These seminars provide an opportunity for students to meet professors and researchers from different areas to discuss their research works and results. Whereas during these seminars all doctoral students are expected to present their ongoing work and have the opportunity to present and debate the theoretical and methodological problems of their researches. Completing them is recommended during the 3rd and 4th semesters, the number of credits per subject: 5, obligatory together 20.

1. Research colloquium

One of the central courses at the Ph.D. program is the research colloquium where all candidates are given the opportunity to present and discuss their projects in their initial stages. This course is coordinated by the program director. The courses are obligatory, the number of credits all together 10.

1. Tutoring seminar

There is a mandatory tutoring seminar during the third semester. Number of credits: 5.

1. Elective complementary subjects

Complementary subjects can be special seminars to develop special skills in academic English writing, presentation technics, research project building, and curriculum developing. Certain subjects can be also taken announced for MA students, in order to enhance knowledge in a variety of areas. The program leader will announce these subjects and he invites the lecturers.
 **The structure of the educational and research phase (first 4 semesters).**

**Credit requirements.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I. semester** | **II. semester** | **III. semester** | **IV. semester** |
| Basic Concepts of Political Theory | 10 credits, lecture, obligatory |  |  |  |
| Global Constitutionalism  |  | 5 credits seminar, obligatory optional |  |  |
| International Relations  | 10 credits, lecture, obligatory  |  |  |  |
| International Political Sociology  |  | 5 credits, seminar, obligatory optional |  |  |
| International Human Rights  |  | 5 credits, seminar, obligatory optional |  |  |
| European Studies |  | 5 credits, seminar, obligatory optional |  |  |
| Research Design and Method, I | 10 credits, lecture, obligatory |  |  |  |
| Research Design and Method II |  | 5 credits, seminar, obligatory |  |  |
| Research Colloquium I, II |  | 5 credits, seminar, obligatory |  | 5 credits, seminar, obligatory |
| Tutorial Seminar |  |  | 5 credits, seminar, obligatory |  |
| Supporting course: Academic English and Essay Writing  |  |  | 5 credits, once the seminar is obligatory | 5 credits, seminar, once the seminar is obligatory |
| Elective seminars I |  |  | 5 credits, lecture, optional | 5 credits, lecture, optional |
| Elective seminars II |  |  | 5 credits, lecture, optional | 5 credits, lecture, optional |
| Elective seminars III |  |  | 5 credits, lecture, optional | 5 credits, lecture, optional |
| Elective seminars IV |  |  | 5 credits, lecture, optional | 5 credits, lecture, optional |
| Conference participation with lecturing and publication, workshops, submission of papers and articles (in Hungarian language) |  |  | 5 credits, optional | 5 credits, optional |
| Conference participation with lecturing and publication, workshops, submission of papers and articles (in foreign language) |  |  | 10 credits, optional,  | 10 credits, optional |
| Complex final exam: course work and scientific work |  |  |  | 20 credits (10 course work and 10 scientific), obligatory, the scientific no reproducible |
| **Total credits:** |  min. 30 credits | min. 10 credits | min. 15 credits | 15 (+20) credits |

Minimum credits to be completed by the end of 4th semesters (including complex final exam) **120** credits.

**Educational Module:**

1. semester:

Basic Concepts of Political Theory, International Relations, and Research Design and Method I classes are obligatory, total credit 30.

1. semester:

Global Constitutionalism, International Political Sociology, International Human Rights, European Studies, Research Design and Method II and Research Colloquium courses are obligatory, total credits 10.

1. semester:

Supporting course: Academic English and Essay Writing, Presentation Techniques, Proposal Writing, elective, 5 credits.

Elective seminar I, 5 credits.

Elective seminar II, 5 credits.

1. semester:

Supporting course: Academic English and Essay Writing, Presentation Techniques, Proposal Writing, elective, 5 credits.

Elective seminar III, 5 credits.

Elective seminar IV, 5 credits.

**Science Module:**

The purpose of the science module is that students can start writing their research plan right in the first period of their studies and present it for smaller and larger scholarly audiences as well. To this end, students must take part in tutorial seminars. As a result of the tutorial seminars, students can present researches at scientific conferences and will have the chance to publish at least one publication (detailed below). To take part at the obligatory complex exam, students must have at least one publication approved and certified by a journal, and/or participation at a scientific conference.

Requirements of complex exam application: minimum of 120 completed credits. One can only complete a class once, meaning that a student cannot gain credits by taking a class repeatedly. Classes announced in the science module are obligatory, so students must register for those classes and gain credits every semester. The chart about credits acquired through publications or in conferences during the science module can be found in the research and dissertation section of the document.

II. semester: Research Colloquium I, obligatory, 5 credits.

III. semester: Tutorial Consultation, obligatory, 5 credits.

IV. semester: Research Colloquium II, obligatory, 5 credits.

During II, III and IV semesters: research activities and scientific works.

Conference participation with lecturing and publication, workshops, submission of academic research papers and articles, total credits 20.

Complex final exam, obligatory, 20 credits (10 credits for study work, 10 credits for scientific work).

Subject of complex final exam

Study exam: Basic concepts of political theory and international relations, social research methods.

Scientific (dissertation) exam: defense of the finalized research plan (thesis plan), and the discussion of one chapter of the dissertation.

Evaluation of final exam: passed, did not pass.

**B) Research and thesis writing phase**

The purpose of this phase: The primary focus of this phase is to prepare students for acts as a doctorate and to prepare them to take part in scholarly circles. To achieve this goal, students must live with opportunities, such as scientific activities. These activities help confirm the competence of students as they earn their degree. Accordingly, students must account publications, suitability as an educator, and ability to give lectures of scientific nature.

**The structure of the second research and thesis-writing phase (4 semesters).**

**Credit requirements:** The accomplishments of credits granted on the basis of the decision of the tutor and the director of the Doctoral School.

|  |  |
| --- | --- |
| Tutoring Seminar I, II, III, IV. In every semester, seminar, which includes ongoing research work, and reports, mandatory, 4 \* 10 credits. | total credits: 40 |
| Teaching a full independent academic course, in Hungarian or foreign language, in any field, obligatory. | In Hungarian 15 credits, in foreign language 20 credits |
| Supplementing and publishing an independent scientific publication, in Hungarian language. | 15 credits |
| Supplementing and publishing an independent scientific publication, in foreign language. | 20 credits |
| To write an independent scientific review, in Hungarian language. | 5 credits |
| To write an independent scientific review, in foreign language. | 10 credits |
| Participation in a conference with lecture, in Hungarian language.  | 8 credits |
| Participation in a conference with lecture, in Hungarian language. | 5 credits |
| Participation in a conference with lecture, in foreign language.  | 15 credits |
| Participation in a conference with poster, in foreign language.  | 10 credits |
| Public discussion of the first full draft version of the dissertation. | 15 credits |

Multiple authored works used for credits are distributed proportionally.

Minimum credits to be completed during the research and thesis writing period is 120 credits.

**Course list**

1. **Educational** **and research phase**

**Basic Concepts of Political Theory**

10 credits, practice, obligatory, no reproducible

**Global Constitutionalism**

10 credits, lecture, obligatory, no reproducible

**International Relations**

10 credits, lecture, obligatory, no reproducible

**International Political Sociology**

10 credits, lecture, obligatory, no reproducible

**International Human Rights**

10 credits, lecture, obligatory, no reproducible

**European Studies**

10 credits, lecture, obligatory, no reproducible

**PHDSocMOE1 – Research Design and Method I.**

10 credits, lecture, obligatory, no reproducible

**PHDSocMOE2 – Research Design and Method I.**

5 credits, practice, obligatory optional, no reproducible

**PHDSocKutE1 – Research Colloquium**  **I**

5 credits, practice, obligatory, no reproducible

**PHDSocKutE2 –** **Research Colloquium** **II**

5 credits, practice, obligatory, no reproducible

**PHDSocTUE1 – Tutorial I**

5 credits, practice, obligatory, no reproducible

**PHDSocTANE1 – Supporting course: Academic English and Essay Writing**

5 credits, practice, obligatory, no reproducible

**PHDSocTANE2 – Supporting course: Academic English and Essay Writing**

5 credits, practice, obligatory, no reproducible

**PHDSocVE1 – Elective seminar I**

5 credits, lecture, optional, no reproducible

**PHDSocVE2 – Elective seminar II**

5 credits, lecture, optional, no reproducible

**PHDSocVE3 – Elective seminar III**

5 credits, lecture, optional, no reproducible

**PHDSocVE4 – Elective seminar IV**

5 credits, lecture, optional, no reproducible

**PHDSocTanKonfE1 – Conference participation with lecturing and publication, workshops, submission of papers and articles (in Hungarian language)**

5 credits, optional,

**PHDSocTanKonfE2 – Conference participation with lecturing and publication, workshops, submission of papers and articles (in Hungarian language)**

5 credits, optional,

**PHDSocTanKonfE3 – Conference participation with lecturing and publication, workshops, submission of papers and articles (in foreign language)**

10 credits, optional

**PHDSocTanKonfE4 – Conference participation with lecturing and publication, workshops, submission of papers and articles (in foreign language)**

10 credit, optional

**PHDSocKomplexE – Complex final exam: course work and scientific work**

20 credit, obligatory, no reproducible.

1. **Research and thesis writing phase**

**PHDSocTUTE1 – Tutoring seminar**

10 credit, practice, obligatory, no reproducible

**PHDSocTUTE2 – Tutoring seminar**

10 credit, practice, obligatory, no reproducible

**PHDSocTUTE3 – Tutoring seminar**

10 credit, practice, obligatory, no reproducible

**PHDSocTUTE4 – Tutoring seminar**

10 credit, practice, obligatory, no reproducible

**PHDOktE1 – Teaching a full independent academic course**

15 credit in Hungarian, 20 credit in foreign language, practice, obligatory, no reproducible

**PHDTANE1 – Supplementing and publishing an independent scientific publication, in Hungarian language**

15 credit, optional.

**PHDTANE2 – Supplementing and publishing an independent scientific publication, in foreign language**

20 credit, optional

**PHDTANRE1 – To write an independent scientific review, in Hungarian language**

5 credit, optional

**PHDTANRE2 – To write an independent scientific review, in foreign language**

10 credit, optional

**PHDKonfE1 – Participation in a conference with lecture, in Hungarian language**

8 credit, optional

**PHDKonfE2 – Participation in a conference with lecture, in Hungarian language**

5 credit, optional

**PHDKonfE3 – Participation in a conference with lecture, in foreign language**

15 credit, optional

**PHDKonfE4 – Participation in a conference with poster, in foreign language**

10 credit, optional

**PHDKutE – Public discussion of the first full draft version of the dissertation**

15 credit, obligatory

**Course Leaders**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Subject** | **Course Leader** |
|  | European Studies | Tamás Dezső Ziegler |
|  | Global Constitutionalism  | Gábor Halmai |
|  | International Human Rights  | Zsolt Körtvélyesi |
|  | International Political Sociology  | Gergely Romsics  |
|  | International Relations | Ákos Kopper |
|  | Basic Concepts of Political Theory | Orsolya Salát |
|  | Research Design and Method, I, II | Tamás Rudas |
|  | Tutorial Seminar | Balázs Majtényi |
|  | Research Colloquium I, II  | Balázs Majtényi |
|  | Supporting Course: Academic English and Essay Writing, Elective Seminars  | Frank Thomas Zsigó |

**Course descriptions**

**European Studies**

Course description

The course aims to explain the most important aspects of European integration, with special regard to the cooperation within the European Union. Consequently, it covers less about Europe’s cultural background and more about the institutional setting, politics and law of EU member states’ cooperation. By the end of the semester, students receive a background in different integration theories, including neofunctionalism, constructivism, institutionalism and intergovernmentalism. They also gain knowledge about the EU institutions and some special fields of EU law. By the end of the semester, students submit an essay about a previously agreed topic.

Literature

Andrew Glencross (2009) What Makes the EU Viable? Palgrave MacMillan.

Andrew Moravcsik (2005) The European constitutional compromise and the neofunctionalist legacy. Journal of European Public Policy 12:2: 349–386.

Antje Wiener and Thomas Diez (2009) European Integration Theory, Oxford University Press.

Catherine Barnard and Steve Peers (2014) European Union Law, Oxford University Press.

Dora Kostakopoulou (2018) Institutional Constructivism in Social Sciences and Law – Frames of Mind, Patterns of Change. Cambridge: Cambridge University Press, 2018.

Frank Schimmelfennig, F. (2018) ’Liberal intergovernmentalism and the crises of the European Union’, Journal of Common Market Studies, 56(7): 1578–1594.

Jeffrey T. Checkel and Peter J. Katzenstein (eds.) (2009), European Identity, Cambridge: Cambridge University Press.

Jürgen Habermas (2012) The Crisis of the European Union – A Response. Cambridge: Polity Press.

Paul Craig and Gráinne de Búrca (2015) EU Law: Text, Cases, and Materials, Oxford University Press.

Simon Hix and Bjørn Høyland (2011) The political system of the European Union, Palgrave.

Tanja A. Börzel (2018) Researching the EU (studies) into demise? Journal of European Public Policy, 25(3): 475–485.

**Global Constitutionalism**

Course description

The course deals with the future of liberal constitutionalism amid the emergence of populist constitutionalism both in constitution-making, constitutional reform and in constitutional adjudication, in the form of judicial populism. The course further deals with the question of how to strengthen liberal constitutionalism, with special regard to the EU context. Hence, we discuss the chances of, and difficulties in, strengthening the European constitutional value community through democratic oversight of defiant Member States using populist constitutionalism.

Literature

Blokker, P., Populist Constitutionalism, In: *Routledge Handbook on* Global Populism. Routledge (2017).

Colon-Rios, J., The End of the Constitutionalism-Democracy Debate, 28 Windsor Rev. Legal & Soc. Issues 25 (2010).

David S. Law, Alternatives to Liberal Constitutional Democracy 77 MD. L. REV. 223, (2017).

Halmai, G., How the EU Can and Should Cope with Illiberal Member States, Quaderni costituzionali, 2 (2018).

Halmai, G., Populism, Authoritarianism and Constitutionalism, 20 German Law Journal, Issue 3 (2019), 296-313.

Müller, J-W., Populist Constitutionalism: A Contradiction in Terms? http://verfassungsblog.de/populist-constitutions-a-contradiction-in-terms/.

Sajó, A. and R. Uitz, chapter 1, *The Constitution of Freedom: An Introduction to Legal Constitutionalism*, Oxford University Press (2017).

**International** **Human Rights**

Course description

This course aims to provide an advanced introduction to the key institutional mechanisms of human rights protection. Our goal is to better understand the role of national and international courts and other constitutional institutions in the process of enforcing human rights. The course examines the relationship between these institutions, and their interactions, which take place within a legal framework that provides for a multilevel protection of fundamental rights. We will also discuss the current challenges relevant institutions face in relation to their role and power in constitutional arrangements.

Literature

András Sajó & Renáta Uitz (2017), The Constitution of Freedom, Oxford: Oxford University Press, Chapter 10: Rights and Chapter 12: Multi-layered Constitutionalism, Globalization, and the Revival of the Nation State.

David Harris, Michael O'Boyle, Ed Bates, and Carla Buckley (2018), Harris, O'Boyle, and Warbrick: Law of the European Convention on Human Rights, Fourth Edition, Oxford University Press.

Mark Tushnet (2018), Advanced Introduction to Comparative Constitutional Law: Second Edition, Cheltenham, UK – Northampton, MA: Edward Elgar.

Steven Greer, Janneke Gerards, Rose Slowe (2018), Human Rights in the Council of Europe and the European Union: Achievements, Trends and Challenges, Cambridge: Cambridge University Press.

Tom Ginsburg and Rosalind Dixon (eds.) (2011), Comparative Constitutional Law, Cheltenham, UK – Northampton, MA: Edward Elgar.

**International Relations**

Course description

The seminar focuses on and problematizes core concepts of international relations, such as sovereignty, power or the state. The aim is to critically visit these concepts and through this to reflect on foundational problems of IR that define the discipline. It is assumed that participants are aware of the main theories and debates of IR. Students are expected to complete reading assignments and to submit position-papers regularly on the readings and on selected additional topics. Grading is based on these written assignments and discussions in class (participation).

Literature

Bartelson, Jens (2001) The Critique of the State, Cambridge University Press.

Lukes, Steven (2004) Power: A Radical View, Red Globe Press.

Michael Barnett and Raymond Duvall (2005) Power in International Politics: International Organization, Vol. 59, No. 1, 39-75.

Murchu and Shindo (2016) Critical Imagination in International Relations, Routledge.

Osiander, Andreas (2003) Sovereignty, International Relations, and the Westphalian Myth, IO, Vol. 55, Issue 2Spring 2001, 251-287.

Reus-Smit, Christian (2013) Individual Rights and the Making of the International System, Cambridge University Press.

**Basic Concepts of Political Theory**

Course description

The seminar will deal with fundamental concepts in political and legal theory such as legitimacy, authority, democracy, sovereignty, rule of law. The aim of the course is not to provide students with an introduction, but to facilitate the building of awareness of and reflection about the challenge of the contested nature of such (interpretive) concepts, and the need for conceptual clarity for meaningful research and scholarship. The students are expected to prepare and actively participate in the debate, and write a paper based on individual research at the end of the semester.

Literature

David Beetham, *The Legitimation of Power* (2nd edn Palgrave, 2013), 1-41.

Gerald Gaus, *Political Concepts and Political Theories* (Westview Press, 2000).

[Jeremy Waldron, ‘The Concept and the Rule of Law’ 43 *Georgia Law Review* 1.](https://paperpile.com/c/G8WJrZ/DvI8) (2008)

Joel Feinberg, *Social Philosophy* (Prentice-Hall, 1973).

Joseph Raz, Authority and Justification, 14 *Philosophy and Public Affairs* 3-29 (1985).

Joseph Schumpeter, *Capitalism, Socialism and Democracy* (3rd ed. Harper Perennial, 2008).

Richard Bellamy and Andrew Mason (eds.), [*Political Concepts* (Manchester University Press, 2003).](https://paperpile.com/c/G8WJrZ/oPrJ)

Robert A. Dahl, *Democracy and its Critics* (Yale University Press, New Haven, 1989).

Stanley I. Benn, ‘The Uses of “Sovereignty”’ 3 *Political studies* 109 (1955).

[Stephen D. Krasner,](https://paperpile.com/c/G8WJrZ/CiU7) *Sovereignty: Organized Hypocrisy* [(Princeton University Press, 1999)](https://paperpile.com/c/G8WJrZ/CiU7).

**International Political Sociology**

Course description

International Political Sociology has grown out of post-structuralist investigations of societal security at the intersection of the domestic and the international. Its scope has broadened to include current processes taking place in fields as diverse as cross-border flows, labor, national security cultures and other arenas that co-shape the international order while often remaining outside the scope of traditional high politics analysis. The course is a topical and, at least as importantly, methodological and theoretical survey aimed at preparing students to undertake critical research in a transnational political setting with a focus on power/knowledge operators and their interactions with various social groups and situations.

Literature

Claudia Aradau et al. (eds.): *Critical Security Methods. New Frameworks for Analysis*. Abingdon: Routledge, 2014.

Didier Bigo, Sergio Carrera and Elspeth Guild (eds.): *Foreigners, Refugees Or Minorities?: Rethinking People in the Context of Border Controls and Visas*. Farnham: Ashgate, 2013.

James Der Derian: *Critical Practices of International Theory: Selected Essays*. Abingdon: Routledge, 2009.

RBJ Walker: *Inside/Outside: International Relations as Political Theory.* Cambridge: Cambridge University Press, 1993.

Tugba Basaran et al. (eds.): *International Political Sociology: Transversal Lines*. Abingdon: Routledge, 2016.

Xavier Guillaume and Jef Huysmans (eds.): *Citizenship and Security. The Constitution of Political Being.* Abingdon: Routledge, 2013.

Xavier Guillaume and Pınar Bilgin (eds.): Routledge Handbook of International Political Sociology. Abingdon, Routledge, 2017.

**Research Design and Method I**

Course description

During the term, five relevant methodological topics will be discussed. The students may later sign up for another class concentrating on particular quantitative and qualitative methods. However, it is implied by the very nature of doctoral studies that every student has to study the methods relevant for their topics on their own. There is no scientific research without using appropriate methods, although there is usually no consensus, as to which methods are appropriate. This situation does not imply that methods are not needed, but rather that each researcher bears full responsibility for the selection of their research topics, but also for the selection of the methods.

The class in intended to provide the students with aspects relevant in this choice. At the PhD level, not all questions will be given satisfactory responses, because such often do not exist, and also no list of readings will be provided. The relevant literature in each topic, at least potentially, keeps changing all the time, and it is one of the researchers’ tasks to follow the changing literature. Of course, the most relevant ideas in each topic will be exposed, and suggestions for starting points for studying the literature will be given.

1. Methods of data collection, and the relevant conclusions (designed experiment, observational study, randomization, how do we know that smoking is bad for one’s health, data and evidence, a few interesting examples: Berkeley admissions, death penalty in Florida, Simpson’s paradox)

2. Causal analysis, naive causality, causality and manipulation, propensity score matching

3. Statistical and substantive significance, the cult of the p-value, model fit and evidence, the role of the sample size, multiple testing, hypotheses and data driven procedures, statistical rituals).

4. Effects and interactions, additive and multiplicative effects, independence and joint effect, data generating mechanism and statistical analysis, modeling of effects and joint effects

5. How to make science? Paradigmatic science, institutional science, data and theories, science and prejudice, the role of „scientific evidence”, science and policy making, meta-analysis

Grading will be based on a take-home assignment, which may address any of the topics covered in class and has to conform to the fundamentals of scientific writing. The assignment may give a review of the literature or criticism of a published paper or may further develop the ides discussed in class The mandatory first semester is dealing with the following questions: data collection methods, conclusions drawn from the statistical tests and hypotheses, causal studies, effects and interactions, as well as general issues such as how we do science, paradigmatic science, institutionalized science, operationalization, data and theories in science, measuring prejudices, the role of meta-analysis, science policy and scientific 'evidence'

Literature

Alan Bryman: Social Research Methods. Oxford University Press, 2004.

Douglas G. Altman, Martin Bland (1995): Absence of evidence is not evidence of absence. British Medical Journal 311 (7003), 485.

Gerd Gigerenzer: Mindless statistics. The Journal of Socio-Economics 33 (2004), 587–606.

Judea Pearl: Causality. 2nd ed. Cambridge University Press, 2009.

Leslie Kish (1987): Statistical Design for Research. John Wiley & Sons, Wiley Classics Library.

Michael L. Radelet (1981): Racial characteristics and the imposition of the death penalty. American Sociological Review 46, 918–927.

Peter J. Bickel, Eugene A. Hammel, J. W. O'Connell (1975): Sex Bias in Graduate Admissions: Data from Berkeley. Science 187 (4175), 398-404.

**Research Design and Method II**

Course description

The second semester is optional: students must choose between qualitative and quantitative questions to be examined.

1. quantitative questions: sources of data, regression analysis, not regression-type problems, the basic methods of investigating social structure, international comparative studies (operationalization, questionnaires, sampling and weighting, spatial and cultural effects, multi-level analysis)
2. qualitative questions: qualitative data collection and research methods, major mixed qualitative-quantitative methods, analysis of multimedia data, individual and socio-cultural narratives, value, and value-free science.

Literature

Glaser & Strauss, The Discovery of Grounded Theory, 1967.

Paul R. Rosenbaum, Donald B. Rubin (1983): The Central Role of the Propensity Score in Observational Studies for Causal Effects. Biometrika 70, 41–55.

Richard L. Scheaffer, William Mendenhall, R. Lyman Ott: Elementary Survey Sampling. Wadsvorth, 1990.

Statistical Methodology, Special Issue on Statistics in the Social Sciences 7, 323-337.

Tamás Rudas (2010): Informative Allocation and Consistent Treatment Selection.

Tom A. B. Snijders, Roel J. Bosker: Multilevel Analysis: An introduction to basic and advanced multilevel modeling. Sage Publications, 2004.

**Research Colloquium**

Course description

One of the central courses at the beginning of the Ph.D. program is the research colloquium where all candidates are given the opportunity to present and discuss their projects in their initial stages. This course aims at improving the design of a project and exercising presentation skills in an academic setting. Moreover, the weekly colloquium is an excellent opportunity for the exchange of ideas with fellow candidates. In the research, colloquium participation iscompulsory for both the first and second-year students.

Literature

[Howard S. Becker](https://www.google.hu/search?hl=hu&tbo=p&tbm=bks&q=inauthor:%22Howard+S.+Becker%22) (2008) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, University of Chicago Press.

Justus J. Randolph (2009) A Guide to Writing the Dissertation Literature Review.

Umberto Eco: How to write a thesis, MIT press, Cambridge, 2012.

Walden University Practical Assessment”, *Research & Evaluation*, Vol. 14, No. 13 Page 2.

**Tutorial seminar**

Course description

The tutorial seminar is based on individual periodic consultations between the student and the tutor. The seminar supports students to get prepared to carry out their independent research and to develop and write the first chapters of their doctoral theses. The seminar outlines key methodological approaches to research in the field of the thesis plan and help students to put together the literature review (in particular) of their thesis. In conclusion, each thesis starts to be developed systemically. The tutorial seminar is a source of intellectual stimulation of the work of the doctoral students and helps students to carry out their own research.

**Supporting course: Academic English and Essay Writing**

Course description

This course aims to refine and polish participants' academic and disciplinary written proficiency with a focus on the research article genre as well as to increase their ability to make discipline-specific and strategic choices within this genre in order to adapt articles for a specific journal and community contexts. The emphasis is placed on to develop general written language practice, vocabulary, grammar, and textual organization, formal, disciplinary and rhetorical aspects, and different recurring rhetorical patterns in research related publications.

Literature

Swales, John & Feak Christine (2012) *Academic Writing for Graduate Students*, University of Michigan Press.

**Elective seminars (announced according to students’ need)**

**International protection of economic, social and cultural rights**

Course description

The main purpose of the course is to familiarize students with the concepts concerning the justification of economic, social and cultural rights, as well as the institutional framework of their protection. The course will place special emphasis on exploring the differences between global and regional approaches to international protection of ECOSOC rights and national solutions to their constitutional protection.

Literature

Cécile Fabre: *Social Rights under the Constitution. Government and the Decent Life*. Clarendon Press, Oxford, 2007.

Digest of the case law of the European Committee of Social Rights. Council of Europe, December 2018. (<https://rm.coe.int/digest-2018-parts-i-ii-iii-iv-en/1680939f80>)

Gráinne de Búrca and Bruno de Witte (eds.): *Social Rights in Europe*. Oxford University Press, 2005, 153-168.

Martin Bulmer and Anthony M. Rees (eds.): *Citizenship Today. The contemporary relevance of T. H. Marshall*. London, UCL Press, 1996.

**Unity in Diversity**

Course description

A long list of theorists and entities have struggled with maintaining unity in a pluralist polity: the title of the course appears as the motto of the European Union; the United States official seal evokes a similar idea (‘E pluribus unum’, out of many, one). The course will provide an insight into debates on maintaining common institutional frameworks in pluralist settings, or ‘policing diversity’, both within and beyond the state, with a special focus on the limits of tolerating intolerance and antipluralist and non-democratic regimes.

Questions to be addressed include: Can governments legitimately seek homogeneity? What do minority rights mean in an age of identitarian divisions? Is multiculturalism dead, and what does this mean? Can, and how far should, intolerance be tolerated? How far can EU member states (or entities in federal states, see ‘sub-national authoritarianism’) can go in revoking national identity against common values?

Literature

Andras Sajo, Protecting Nation States and National Minorities: A Modest Case for Nationalism in Eastern Europe, *The University of Chicago Law School Roundtable,* 1993.

Edward L. Gibson, Boundary Control. Subnational Authoritarianism in Democratic Countries, *World Politics* 58 (October 2005), 101–32; 121–132.

Federalist No. 10.

Francis Fukuyama, Against Identity Politics, *Foreign Affairs,* September/October 2018.

Gráinne de Búrca, Is EU Supranational Governance a Challenge to Liberal Constitutionalism? *University of Chicago Law Review,* Vol. 85, 356–363.

Jacob T. Levy, Pluralism, Diversity, and Preserving Cultural Communities, In: *The Multiculturalism of Fear,* Oxford University Press, 2000, 98–.

Jacob T. Levy, *The Multiculturalism of Fear,* Oxford University Press, 2000, 40–62.

Jonathan Haidt, *The Righteous Mind,* Vintage, 2013.

Liav Orgad, *The Cultural Defense of Nations: A Liberal Theory of Majority Rights,* Oxford University Press, 2015.

Sujit Choudhry and Nathan Hume, Federalism, Devolution & Secession: From Classical to Post-Conflict Federalism, In: *Research Handbook on Comparative Constitutional Law* (eds.), Tom Ginsburg, Rosalind Dixon, 2010.

The Dorr Rebellion. Summary. In: Luis Fuentes-Rohwer, Reconsidering the Law of Democracy: Of Political Questions, Prudence, and the Judicial Role, *Wm. & Mary L. Rev.* 47 (2005), 1899, 1915–1921.

*The Multiculturalism Backlash: European Discourses, Policies and Practices* (eds.), Steven Vertovec, Susanne Wessendorf, Routledge, 2010.

**The change of the international security environment as a consequence of structural change in the international system**

Course description

The course will study the change of the international system and its bearing on international security. The course does not provide an introduction to the topic. In its stead, with the active involvement of the participants it fosters the clarification of relations between the two topics: The change of structure and its implications for international security. On the basis of structural realism is does not study what analysts think about the matter. It analyses whether under the conditions of great power competition the thinking of decision-makers of great powers is determined by it and if in the affirmative whether this has implications for the decision-making of other states as well.

Literature

Grevi, Giovanni, The interpolar world: A new scenario. Occasional Paper, No. 79. Paris: EU Institute for Security Studies, 2009.

John Mearsheimer, The Great Delusion: Liberal Dreams and International Realities. Ne Haven: Yale University Press, 2018.

John Mearsheimer, The Tragedy of Great Power Politics. New York: WW Norton and Co., 2001.

Trine Flockhart, The coming multi-order world. Contemporary Security Policy, Vol. 37, No. 1, 2016.

**Network synthesis of critical theories**

Course description

The seminar focuses on connecting various critical theories of classical and late modernity with the help of network theories. In the first thematic part of the semester, some of the most important critical theories are introduced (Bourdieu, Giddens, Habermas, Honneth, Lash). In the second part network theories are reintroduced as potential meta-theoretical frameworks. Finally, an attempt is made to elaborate a comprehensive approach. The semester is finished by a short paper related to the participant’s individual research.

Literature

Giddens, Anthony (1990) *The Consequences of Modernity*. Cambridge: Polity.

Giddens, Anthony (1991) *Modernity and Self-Identity. Self and Society in the Late Modern Age*. Cambridge: Polity.

Giddens, Anthony (1992) *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies*. Cambridge: Polity.

Giddens, Anthony (1995) *Beyond Left and Right – the Future of Radical Politics*. Cambridge: Poilty.

Lash, Scott (1999) Another Modernity, A Different Rationality, Oxford: Blackwell.

Lash, Scott (2002) Critique of Information, London: Sage, 2002.

Latour, Bruno (2005) *Reassembling the social: an introduction to actor-network-theory*. Oxford, Oxford University Press.

White, Harrison C. (2008) *Identity and control: how social formations emerge*. Princeton, N. J., Princeton University Press.

**Fascism, populism and democracy**

Course description

The course aims to overview the historical and contemporary theories and understandings of fascism and populism, and their challenges against modern democracy. During the semester, the participants read and discuss several sources in order to discover and understand the ongoing debates in the contemporary academic literature. Consequently, the course overviews the historical background and interpretation of populism, the different characterization of far-right parties and movements, and finally, the diverging theories on fascism and post-fascism. During the semester, student give presentations about a selected topic, and in the end of the semester, they submit an essay.

Literature

Cas Mudde - Cristóbal Rovira Kaltwasser: Causes and Responses. In: Populism. A Very Short Introduction. Oxford University Press, 2017, 97-118.

Richard Hofstadter: The folklore of populism. In: The Age of Reform. Vintage Books, Random House, 1955, 56-85.

Stanley G Payne: Fascism - Comparison and Definition. The University of Wisconsin Press, 1980. First Chapter, 1-22.

Margaret Canovan: Taking Politics to the People: Populism as the Ideology of Democracy. In: Yves Mény – Yves Surel (eds.): Democracies and the Populist Challenge. Palgrave, 2002, 25-44.

Federico Finchelstein: Returning Populism to History. Constellations, Vol. 21, Issue 4, 2014, 467-482

Jan-Werner Müller: What Populists Do, or Populism in Power. In: What Is Populism? University of Pennsylvania Press, 2016, 33-53.

Pierre Rosanvallon: The sense of powerlessness and symbols of depoliticization. (and) The populist temptation. In: Counter-Democracy. 2 Politics in the Age of Distrust. Cambridge University Press, 253-273.

Emilio Gentile: Civil Religions and Political Religions. From Democratic Revolutions to Totalitarian States. In: Politics as Religion. Princeton University Press, 2006, 16-44.

Robert Paxton: The Five Stages of Fascism. The Journal of Modern History, Vol. 70, No. 1. (Mar. 1998), 1-23.

Cas Mudde: Populist radical right parties in Europe. Cambridge University Press, 2007.

Etchezahar, Silvina Brussino: Psychological perspectives in the study of authoritarianism. Journal of Alternative Perspectives in the Social Sciences (2013) Vol. 5, No. 3, 495-521.

Bob Altemeyer: The Authoritarians. http://theauthoritarians.org/Downloads/TheAuthoritarians.pdf

Marco D’Eramo: Populism and the New Oligarchy. In: New Left Review 82, July Aug 2013, 5-28.

**The Roma Minority in Hungary:****Scientific approaches**

Course description

The interdisciplinary course will give an overall assessment of the situation of the Roma in Hungary. The issue is investigated from a comparative, interdisciplinary perspective in a historical context. During the semester the history of the Gypsy/Roma issue is examined in the context of Hungarian national history based on state policy documents. The course challengesthe discourse that constructed Roma according to the viewpoints of Hungarian state power and promotes a discourse of equality and human rights.

Literature

Gellner, Ernest. The Coming of Nationalism and its Interpretation: The Myths of Nation and Class, in: Mapping the Nation, ed. Gopal Balakrishnan (London: Verso, 1996), 98–132.

Smith, Anthony D. Ethno-Symbolism and Nationalism: A Cultural Approach. (New York: Routledge, 2009).

Kóczé, Angéla and Trehan, Nidhi. Postcolonial Racism and Social Justice: The Struggle for the Soul of the Romani Civil Rights Movement in the ‘New Europe’, In: Racism, Post-colonialism, Europe, edited by G. Huggan. (Liverpool: Liverpool University Press, 2009), 50-77.

Ladányi, János and Szelényi, Iván. [Patterns of Exclusion: Constructing Gypsy Ethnicity and the Making of an Underclass in Transitional Societies of Europe.](http://www.uni-corvinus.hu/index.php?id=24294&tx_efcointranet_pi1%255Bfomenu%255D=publikaciok&tx_efcointranet_pi1%255Bcusman%255D=jladanyi&tx_efcointranet_pi1%255Bprint%255D=1) (Columbia University Press: New York, 2006).

Vidra, Zsuzsanna and Fox, Jon. Mainstreaming of Racist Anti-Roma Discourses in the Media in Hungary, Journal of Immigrant & Refugee Studies 4 (2014) 12, 437-455.

Szikra, Dorottya. Democracy and welfare in hard times: The social policy of the Orbán Government in Hungary between 2010 and 2014, Journal of European Social Policy 24. December (2014): 486-500.

Majtényi, Balázs and Majtényi, György. A Contemporary History of Exclusion. The Roma issue in Hungary from 1945 to 2015, (CEU Press: Budapest – New York, 2016).

**Critical Approaches to the Roma Studies: Past, Present, and Future**

Course description

The course aims to re-envision Romani Studies through a critical lens and discuss further possibility to use new theoretical frameworks such as gender, critical race, and post-colonial theories to understand the situation of Roma in the context of changing social, economic, cultural, and political landscapes in Europe. Students will discuss concepts and arguments from the orientalist folklorist via anthropological and sociological studies and engage with emancipatory scholarship.

Through the semester students interrogate the intellectual and disciplinary traditions of Romani studies and examine the academic, cultural, and political impact of various Roma related studies. We will analyze the historical, political, socioeconomic, and cultural contexts of the specific Roma related ideas and concepts. We will identify the key trends in each set of approach and follow the transformation of these ideas. By the end of the course, students will be able to use these approaches, concepts, and terms in a thoughtful and nuanced way informed by their scholarly critique. The aim of this course is to introduce students to various forms of social exclusion Roma face in the 21st century, and the dilemmas policy-makers, NGOs and activists encounter when promoting the inclusion of Roma.

Literature

Acton, Thomas A.: Scientific racism, popular racism and the discourse of the Gypsy Lore Society, *Ethnic and Racial Studies*, 39:7, 2016, 1187-1204.

Aihwa, Ong: Colonialism and Modernity: Feminist Re-presentations of Women in Non-Western. Societies. *Inscriptions*, 3-4, 1988.

Brooks, Ethel C.: The Possibilities of Romani Feminism. *Signs* 38, No. 1, 2012, 1-11.

Crenshaw, Kimberle: Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review* 43, No. 6 (1991): 1241-1299.

Imre, Aniko: Whiteness in Post-Socialist Eastern Europe: The Time of the Gypsies, the End of Race. *Post-Colonial Whiteness: A Critical Reader on Race and Empire*. (ed.) AJ Lopez. State University of New York Press, 2005.

Izsák, Rita: The European Romani Women’s Movement: The Struggle for Human Rights. *Development* 52 (2) 2009, 200–207.

Lee, Ken: Orientalism and Gypsylorism. *Social Analysis: The International Journal of Social and Cultural Practice*, Vol. 44, No. 2, 2000, 129–156.

Marushiakova-Popova, Elena & Popov, Vesselin: Orientalism in Romani studies: the case of Eastern Europe, In: H Kyuchukov & W New (eds), *Languages of Resistance: Ian Hancock’s Contribution to Romani Studies*. Lincom Europa, 2017, 1-48.

Mayall, David: *Gypsy Identities 1500-2000: From Egipcyans and Moon-men to the Ethnic Romany*, London: Routledge, 2004, 24-56; 125-175; 176- 214.

Oprea, Alexandra: Romani Feminism in Reactionary Times. *Signs* 38, No. 1, 2012, 11-21.

Oriental, In: *Orientalism,* New York: Vintage Books, 1979, 49-72.

Said, Edward W.: Imaginative Geography and Its Representations: Orientalizing the Schultz, Debra L.: Translating Intersectionality Theory into Practice: A Tale of Romani-Gadze Feminist Alliance. *Signs*, 38 (1), 2012, 37–43.

Selling, Jan: Assessing the Historical Irresponsibility of the Gypsy Lore Society in Light of Romani Subaltern Challenges, Critical Romani Studies, 1(1), 2018, 44-61.

Spivak, Gayatri Chakravorty: Can the Subaltern Speak? In: Williams, R. J. Patrick, and Laura Chrisman (eds.) *Colonial Discourse and Post-Colonial Theory: A Reader*. New York: Columbia University Press, 1994.

Trehan, Nidhi, and Angéla Kóczé: Racism, (neo-)colonialism and Social Justice: The Struggle for the Soul of the Romani Movement in Post-socialist Europe. In: Racism Postcolonialism Europe, edited by Huggan Graham and Law Ian, 50-74. Liverpool University Press, 2009, 50-74.

Vincze, Enikő: The Racialization of Roma in the ‘new’ Europe and the Political Potential of Romani Women. *European Journal of Women’s Studies* 21 (4), 2014, 435–442.

[…]

**The evaluation system and requirements**

The graduate program has three types of courses: compulsory, compulsorily chosen, and elective. In the classes, instructors evaluate the student's performance on a five-point scale: excellent (5), good (4), medium (3), sufficient (2) and insufficiency (1). The exams can be performed either orally or in writing essays, which are specified in advance of the academic year by the instructor.

The scientific module incorporates scientific research work, publications (in progress), academic conference presentations, book reviews, tutoring consultations, participation in the doctoral seminars. The evaluation of research activities occurs on a three-point scale (excellent pass, pass, fail).

The participating doctoral students are required to undertake teaching duties. Regular educational activities can be credited by the Faculty of Social Sciences at ELTE and other universities. The number of credits granted at the end of each semester by the tutor and the head of the Doctoral School.

**Other provisions**

The classes take place on a weekly basis. Due to the nature of courses, exceptions are possible. Based on the request of the teachers, claims must be approved by the Board of the Doctoral School.

To start an elective course the minimum number is three students who signed up.

In the credit calculation of the publications accountable the followings:

* monographs;
* articles in collected essays;
* articles published in journals.

In the case of articles published in journals, the following periodicals may be taken into account:

<http://mta.hu/doktori-tanacs/a-ix-osztaly-doktori-kovetelmenyrendszere-105380>

Pre-condition of the complex exam is two language exams: two medium-level language exam certificate, or one advance level and one basic level language exam certificate.

Precondition of the thesis defense is minimum two academic publications, which closely connected to the topic of the dissertation.

In the course of the research and thesis-writing phase (in the third and the fourth year), the tuition fee is half of the regular tuition fee.