

Sociology BA

Course Descriptions

CORE SUBJECTS

BASICS OF HISTORY OF SOCIOLOGY, SOCIAL THEORY AND SOCIAL HISTORY

Introduction to Sociology 1.

The course is intended to provide a comprehensive overview of the most important classical and contemporary trends in sociology. The structure of the course follows the main structure of sociological topics, so it introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations, sex and gender, deviance, and racism. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

- 📖 Craig Calhoun - Chris Rojek - Bryan S Turner (eds) 2005: The SAGE Handbook of Sociology. ISBN: 9780761968214
- 📖 Anthony Giddens - Philip W. Sutton 2017: Sociology. Polity Press, ISBN 0745696686, 9780745696683
- 📖 Emile Durkheim: On Suicide (any edition)
- 📖 Robert K. Merton: Social Theory and Social Structure. (any edition)

Introduction to Sociology 2.

The course is the continuation of the previous one (Introduction to Sociology I) with the same agenda and objectives.

- 📖 Craig Calhoun - Chris Rojek - Bryan S Turner (eds) 2005: The SAGE Handbook of Sociology. ISBN: 9780761968214
- 📖 Anthony Giddens - Philip W. Sutton 2017: Sociology. Polity Press, ISBN 0745696686, 9780745696683
- 📖 Emile Durkheim: On Suicide (any edition)
- 📖 Robert K. Merton: Social Theory and Social Structure. (any edition)

Introduction to Sociology 3.

The course complements Introduction to Sociology I as a reading and discussion seminar that covers the same topics.

- 📖 Craig Calhoun - Chris Rojek - Bryan S Turner (eds) 2005: The SAGE Handbook of Sociology. ISBN: 9780761968214
- 📖 Anthony Giddens - Philip W. Sutton 2017: Sociology. Polity Press, ISBN 0745696686, 9780745696683
- 📖 Emile Durkheim: On Suicide (any edition)
- 📖 Robert K. Merton: Social Theory and Social Structure. (any edition)

Family and society

The aim of the course is to become acquainted with the role of families in society. The development of family relationships is examined from demographical, social historical, sociological and social political point of view, with special attention to current international and Hungarian tendencies.

- 📖 Bengtson, V. L. – Oyama, P. S. (2007): Intergenerational Solidarity: Strengthening Economic and Social Ties. Background Paper.
http://www.un.org/esa/socdev/unyin/documents/egm_unhq_oct07_bengtson.pdf (retrieved: 31-05-2017)
- 📖 Giddens, A. (1992): The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies. Cambridge: Polity.
- 📖 Dupcsik Csaba, Tóth Olga: Family Systems and Family Values in Twenty-First-Century Hungary. In: Zsombor Rajkai (szerk.) Family and Social Change in Socialist and Post-Socialist Societies. Leiden; Boston: Brill, 2014. pp. 210-249.

Social History 1.

Social history 1-3. course is designed to follow a chronological order from the 1848/49 Revolution for Independence from the Hapsburg Monarchy to the regime change in 1989 in 3 terms. Social History 1. – from Vormärz to the Austro-Hungarian Settlement; Social History 2. – from the Settlement to WWII; and Social History 3. – from 1945 to 1989. All lectures follow the same methodological approach: emphasis is put on the macro-social dimensions (e.g. regional, confessional-cultural groupings and cleavages, social stratification and mobility etc.) but micro-social issues (themes of everyday life, culture, fashion, schooling etc.) are also treated in required depth. We claim that even if these formations dates back in the 19th century (or even further back in time) their impact on present-day societies is still determinant. Providing an historical view on the main issues of the co-existence of Central-European societies will help our understanding of the present.

Social history 1. focuses on the social and economic consequences of the abolition of the feudal system and maps the fundamental structural changes that influenced the circumstances of the birth of modern (capitalist) societies in the Central-European Region (with a special emphasis on the Habsburg Monarchy and Austria-Hungary respectively)

📖 Assessment: is based on the material provided on lectures + on textbook; This is a one textbook course, most of the material covered is found in: Gábor Gyáni, György Kövér and Tibor Valuch (eds.), *Social History of Hungary from the Reform Era to the End of the Twentieth Century*. (Columbia University Press, New York, 2004); Additional literature: Romsics Ignác (ed.), *Hungary under Soviet Domination 1944-1989*, New York: Columbia University Press, 2009; Béla Tomka, *A Social History of Twentieth-Century Europe*, Routledge, 2013+G10

Social History 2.

Social history 1-3. course is designed to follow a chronological order from the 1848/49 Revolution for Independence from the Hapsburg Monarchy to the regime change in 1989 in 3 terms. Social History 1. – from Vormärz to the Austro-Hungarian Settlement; Social History 2. – from the Settlement to WWII; and Social History 3. – from 1945 to 1989. All lectures follow the same methodological approach: emphasis is put on the macro-social dimensions (e.g. regional, confessional-cultural groupings and cleavages, social stratification and mobility etc.) but micro-social issues (themes of everyday life, culture, fashion, schooling etc.) are also treated in required depth. We claim that even if these formations dates back in the 19th century (or even further back in time) their impact on present-day societies is still determinant. Providing an historical view on the main issues of the co-existence of Central-European societies will help our understanding of the present.

Social history 2. deals specifically with the new formations (national, economic, social) following WWI, that fundamentally transformed former Central-European relations (among nations, religions, national minorities) and follows social and economic history of the region until WWII.

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Social History 3.

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determinant. Providing an historical view on the main issues of the co-existence of Central-European societies will help our understanding of the present.

Social history 3. brings formerly discussed threads up to the regime change of 1989 and thus provides ground to the understanding of the latest transformations in Central-European societies.

- 📖 Assessment: is based on the material provided on lectures + on textbook; This is a one textbook course, most of the material covered is found in: Gábor Gyáni, György Kövér and Tibor Valuch (eds.), *Social History of Hungary from the Reform Era to the End of the Twentieth Century*. (Columbia University Press, New York, 2004); Additional literature: Romsics Ignác (ed.), *Hungary under Soviet Domination 1944-1989*, New York: Columbia University Press, 2009; Béla Tomka, *A Social History of Twentieth-Century Europe*, Routledge, 2013+G10

Social structures, social processes 1.

The course offers an introduction to the key concepts of social structure and social stratification research: class, rank / status, elite, strata, subculture, milieu, life-style.

- 📖 Davis, Kingsley – Moore, Wilbert E. (1945): *Some Principles of Stratification*. *American Sociological Review*, 10 (2): 242–249.
- 📖 Tumin, Melvin M. (1953): *Some Principles of Stratification: A Critical Analysis*. *American Sociological Review*, 18 (4): 387–394.
- 📖 Bourdieu, Pierre (1985): *The Social Space and the Genesis of Groups*. *Social Science Information*, 24 (2): 195–220.

Social structures, social processes 2.

The course is the continuation of the previous one (Introduction to Sociology I) with the same agenda and objectives.

- 📖 Davis, Kingsley – Moore, Wilbert E. (1945): *Some Principles of Stratification*. *American Sociological Review*, 10 (2): 242–249.
- 📖 Tumin, Melvin M. (1953): *Some Principles of Stratification: A Critical Analysis*. *American Sociological Review*, 18 (4): 387–394.
- 📖 Bourdieu, Pierre (1985): *The Social Space and the Genesis of Groups*. *Social Science Information*, 24 (2): 195–220.

Main Streams of Sociological Thinking

The course gives an overview of the most important streams in 19th and 20th century social and sociological thinking, introducing the students to their main concepts and ideas from positivism to major contemporary social theories. The module contributes to deepening students' knowledge in the field as well as developing their reading skills and enhancing their critical and reflective thinking abilities. Students take an exam at the end of the semester.

- 📖 Marshall Berman, *Introduction: Modernity – Yesterday, Today, and Tomorrow*. in *All That is Solid Melts into Air: The Experience of Modernity*. London: Verso, 1983. ISBN 0 14 01.0962 5
- 📖 Krishan Kumar: *From Post-Industrial to Post-Modern Society. New Theories of the Contemporary World*. Cambridge (Mass.), Oxford (UK): Blackwell Publishing, 2005. ISBN 1–4051–1429–0
- 📖 Alan Swingewood: *A Short History of Sociological Thought*. (2nd ed.) New York: Saint Martins Press, 1991. ISBN 978-0-312-72151-0

History of Sociology 1.

The course provides a foundation in classical sociological theory by exploring the works of major social thinkers from the Enlightenment to early 20th century, such as Karl Marx, Émile Durkheim, and Max Weber, among others. We will read and discuss the most important texts written by these authors. The seminars aim at offering an insight into the major concepts and ideas formulated by these classics as well as the contexts of their formulation. Furthermore, the course will explore their relevance for 21st century social thinking. The main purpose of the class is to make students familiar with these classics by reading and critically discussing the texts, thereby deepening students' reflective understanding of social theories and concepts. While supporting students in gaining a wider knowledge in the history of sociology, the course also develops their reading, argumentative and presentation skills.

- 📖 Charles Camic: 'Introduction: Classical Sociological Theory as a Field of Research.' In Camic, Ch. (ed.): *Reclaiming the Sociological Classics. The State of the Scholarship*. Oxford: Blackwell, 1997. ISBN 1-57718-031-3
- 📖 É. Durkheim: *The Rules of Sociological Method*. New York, London, Toronto, Sydney: The Free Press, 1982. ISBN-13: 978-0-02-907930-0
- 📖 H. H. Gerth and C. W. Mills (eds): *From Max Weber: Essays in Sociology*. London: Routledge, 1948. ISBN 9780415060561

History of Sociology 2.

The course gives an overview of the history of American and European sociology from the early 20th century to contemporary social theoretical thinking, and introduces the students to the main questions and concepts of modern sociology through reading and discussing some representative texts. The seminars aim at offering an insight into the major concepts and ideas formulated by these classics as well as the contexts of their formulation. Furthermore, the course will explore their relevance for 21st century social thinking. The main purpose of the class is to make students familiar with these classics by reading and critically discussing the texts, thereby deepening students' reflective understanding of social theories and concepts. While supporting students in gaining a wider knowledge in the history of sociology, the course also develops their reading, argumentative and presentation skills.

- 📖 Scott A Appelrouth and Laura D. Desfor Edles (eds): *Classical and Contemporary Sociological Theory: Text and Readings*. Los Angeles: Pine Forge Press. 2011. ISBN 978-0-7619-2793-8
- 📖 Krishan Kumar: *From Post-Industrial to Post-Modern Society. New Theories of the Contemporary World*. Cambridge (Mass.), Oxford (UK): Blackwell Publishing, 2005. ISBN 1-4051-1429-0

SUBFIELDS OF SOCIOLOGY

Social Theories of Classical and Late Modernity

During the semester an attempt is made to overview the most important theories of classical and late modernity. Starting from the classics like Durkheim, Weber and Habermas those transformations are analysed, which resulted in the emergence of modern mechanisms of integration. In the second part of the semester those theories are analysed, which discuss the dissolution of these mechanisms. These include according to Beck, the emergence of new types of risk, according to Castells, the global informational networks, according to Giddens the individual and institutional reflexivity.

- 📖 Anthony Giddens: *Living in a Post-Traditional Society*. In U. Beck, A. Giddens, & S. Lash (Eds.), *Reflexive Modernization Politics, Tradition and Aesthetics in the Modern Social Order* (pp. 56-109). Cambridge, England Polity.
- 📖 Manuel Castells: *The information age vol 1. Conclusion pp. 500-510, vol 2. Conclusion pp. 419-429.*
- 📖 Jürgen Habermas: *Theory of Communicative Action: Reason and the rationalization of society volume 1 pp. 286-319.*

School and Society

The course will start with giving a historical insight into the challenges faced by the modernizing mass schooling in the 19th century. This will include an introduction to the historical roots of the school system and the main actors and stakeholders participating in its formation, the birth of the normalized pupil and that of the teaching profession. The second part of the course will focus on the school as a social institution, classical social theories on educational mobility will be discussed, as well as the role education plays in the reproduction of social inequalities. Special emphasis will be given to the relationship of the modern state and education and to the most important ongoing debates about the role education should play in the modern societies in the 21st century.

- 📖 Neumann Eszter, Kiss Adél, Fejes Ildikó, Bajomi Iván, Berényi Eszter, Biró Zoltán A, Vida Júlia: *The Hard Work of Interpretation: the national politics of PISA reception in Hungary and Romania*. In: EUROPEAN EDUCATIONAL RESEARCH JOURNAL 11:(2) pp. 227-242. (2012)

- 📖 Bourdieu, P. (1967). Systems of Education and Systems of Thought. *International Social Science Journal*, 19(3), pp.367-388.
- 📖 Bourdieu, P. (1986) "The Forms of Capital" https://web.archive.org/web/20021118172507/http://www.viet-studies.org/Bourdieu_capital.htm
- 📖 The Structure of Schooling: Readings in the Sociology of Education. (Third edition) by Richard Arum, Irene R. Beattie, and Karly Ford, (Thousand Oaks, CA: Pine Forge Press, 2015.)
- 📖 Sadovnik, A.R. and Coughlan, R. (eds.) (2015). *Sociology of Education: A Critical Reader*. New York: Routledge (third edition). [edited book]
- 📖 Jeanne H. Ballantine, Joan Z. Spade *Schools and Society: A Sociological Approach to Education* SAGE Publications, 2014
- 📖 Ringer, Fritz: *Education and Society in Modern Europe*, Bloomington-London, 1979
- 📖 Christoph Charle: *Birth of the Intellectuals: 1880-1900*, 2015

Social Media Research

The aim of the course is to provide an introduction to the interconnected issues of information society, the knowledge and culture of web 2.0, social media and group dynamics from a sociological perspective. In the first part of the semester the students familiarize themselves with the relevant theories related to the field, the main research approaches and the effects technological changes have on societies. In the second half of the semester we focus on the analysis of social media, social networks, publics in the age of web 2.0 and group formations. The course aims to provide both insights into the theories related to social media and practical knowledge as well.

- 📖 Baym, Nancy (2015) *Personal Connections in a Digital Age*. Second Edition. Cambridge, UK: Polity Press. ISBN: 0745670342
- 📖 Fuchs, Christian (2017) *Social media: a critical introduction* 2nd edition. Los Angeles, SAGE. ISBN: 9781473966833
- 📖 Lindgren Simon (2017) *Digital media and society : theories, topics and tools*. Thousand Oaks, CA: SAGE. ISBN: 978-1-4739-2501-4

Big Data

In the previous decades the growth of platforms such as Wikipedia, Google, Facebook, Youtube has become a global phenomenon. These platforms have not only become integral parts of our everyday lives – and the cornerstones of technological transformations – but fundamentally revolutionized the way we gather knowledge and information about the world that surrounds us. We are able to gain data related to aspects of human behaviour and attitudes in a previously unimaginable scale and manner. In this sense big data is a new chapter for social scientists as well as it opens up novel venues towards new research methods and approaches. The aim of the course is to introduce students to big data as a scientific tool and as a novel methodological approach. The goal is to examine from a social scientific perspective how to approach these new data sources with our existing knowledge, how to rethink our previously held beliefs, what this transformation means for our profession.

- 📖 Anderson, Chris (2008). "The End of Theory: Will the Data Deluge Make the Scientific Method Obsolete?" *Wired*, June 2008.
- 📖 Anderson, Janna & Rainie, Lee (2012). „The Future of Big Data”. Pew Internet & American Life Project
- 📖 July Cukier, Kenneth & Mayer-Schonberger, Viktor (2013). *Big Data: A Revolution That Will Transform How We Live, Work and Think*. Eemon Dolan.
- 📖 Morozov, Evgeny (2013). *To Save Everything, Click Here: The Folly of Technological Solutionism*. New York: Public Affairs.

The World of Organizations

The course offers a valuable insight into the mainstream theories of organizational sociology and economy examining how organizations work. The discussed theories range from the classics (e.g. Taylorism and Human Relations) to contingency theory or organizational ecology and to the more recent research provided by organizational embeddedness and organizational networks.

- 📖 Godwyn, Mary – Jody Hoffer Gittel (szerk): *Sociology of Organizations. Structures and Relationships*. Sage, London, 2012

Memory and identity reading seminar

When carrying out empirical research, the sociologist inevitably encounters memories, the memories of those who are the 'subjects' of its research. Again and again, while designing a questionnaire, conducting an interview or doing content analysis of texts, s/he cannot avoid dealing with recollections. Not only is our own self definition and identity based on the past and on our relation to it, but also this is the cohesive force of a community. Besides, since the past decades sociological thinking cannot understand identity without taking into consideration how deeply identity, together with memory, is embedded into language. This reading seminar will be based on texts dealing with the topics of memory and identity. And while we focus on these two notions and the relationship between the two, we will also deal with the problem how they are manifested in the language and how narrativity is present in them.

- 📖 White, Hayden (Autumn 1980). "The value of narrativity in the representation of reality". *Critical Inquiry*. 1: 5–27.
- 📖 Ricoeur, Paul: Personal identity and narrative identity, in: *Oneself as another*, p. 113-139.
- 📖 Ricoeur, Paul: The self and narrative identity, in: *Oneself as another*, p. 140-168.

Social Construction of Illness

The aim of the course is to make the students familiar with social constructionism as a major conceptual framework in the history and sociology of medical knowledge. It focuses on the cultural meanings of illness – from metaphorical connotations through stigmatization to claiming and contesting the existence and seriousness of disease entities – as well as on the social consequences of these meanings when taken for granted. It also discusses the changing theoretical conceptions of disease in medical discourse and their resonances in lay perception, and explores the related processes of medicalization and demedicalization.

- 📖 Conrad, Peter: *The Medicalization of Society. On the Transformation of Human Conditions into Treatable Disorders*. The Johns Hopkins University Press, Baltimore, 2007.
- 📖 Duffin, Jacalyn: *Lovers and Livers: Disease Concepts in History. The 2002 Joanne Goodman Lectures*. University of Toronto Press, Toronto – Buffalo – London, 2005.
- 📖 Turner, Bryan S. *The New Medical Sociology. Social Forms of Health and Illness*. Norton, New York, 2004

Sociology of the Body

In the last couple of decades, the human body has become a preferred interdisciplinary field of research in the social sciences. The course aims at surveying some major theoretical approaches and research problems from this complex and extensive terrain, especially from the common frontier of Anthropology, History, and Sociology, with a focus on the latter. In the first part of the semester we will concentrate on authors and texts, who and which can be regarded as foundational in body studies, while in the second part we will discuss more specific research topics.

- 📖 Moore, Lisa Jean – Mary Kosut (szerk.): *The Body Reader*. New York University Press, New York, 2010.
- 📖 Synnott, Anthony: *The Body Social. Symbolism, Self and Society*. Routledge, London – New York, 1993.

Social Relationships, Network research

Network research has become a leading area of social science since the 2000s. But network theory is an integral part of the sociology since the origins. Social relationships and social interactions are fundamental in understanding the functioning of society. The class aims to familiarize students with the classical and contemporary network literature. The course among others deals with the concept of weak and strong ties, the idea of homophily and the difference between social capital and social resources. Besides the basic ego-network approach, we will deal with graph theory and full-graph approach too.

- 📖 Barabási A. L. – Albert R. (1999): Emergence of scaling in random networks. *Science*, 286(5439): 509-512.
- 📖 Granovetter, M. (1973): The Strength of Weak Ties. *American Journal of Sociology*, 78(6): 1360-1380.
- 📖 Lin, N. (1999). Social networks and status attainment. *Annual review of sociology*, 467-487.

- 📖 McPherson, M. – Smith-Loving, L. – Cook, J. M. (2001): Birds of a Feather: Homophily in Social Network. *Annual Review of Sociology*, 27: 215-234.
- 📖 DiPrete, T. A. – Gelman, A – McCormick, T – Teitler, J – Zheng, T. (2011): Segregation in Social Networks based on Acquaintanceship and Trust.

Sociology of Youth

The aim of the lecture is to overview the most important social factors and trends affecting young people in contemporary societies. Firstly a social historical overview is elaborated introducing the origins of categories such as childhood, adolescence or post-adolescence. Secondly a thematic analysis is provided covering the most important social dimensions of youth: identity construction, autonomy, education, subculture, social mobility and political formation.

- 📖 Mike Brake (1985) *Comparative Youth Culture: The Sociology of Youth Cultures and Youth*. Routledge
- 📖 Miles, Stephen (2000) *Youth Lifestyles In A Changing World*. Open University Press
- 📖 Domonkos, Sik (2016) *Radicalism and indifference*. Peter Lang
- 📖 Albrecht Classen (2017) *Philippe Aries and the Consequences History of Childhood, Family Relations, and Personal Emotions Where do we stand today? In: Childhood in the Middle Ages and the Renaissance: The Results of a Paradigm Shift in the History of Mentality*. Walter de Gruyter

Sociology of Culture

The course introduces students to the sociological study of culture (*culture* understood here as the totality of goods, abstract or concrete, typically regarded as constituting objects for the judgement of taste). It discusses the main analytic concepts and approaches used the sociology of culture, the ways of explaining cultural phenomena sociologically, as well as the interconnections between culture and social structure. The course consists of three thematic unit: the first focuses on the conceptual and theoretical foundations of the sociology of culture, the second on cultural differentiation and stratification, while the last on cultural nationalism and cultural globalization.

- 📖 Griswold, Wendy: *Cultures and Societies in a Changing World*, 4. kiad., Sage, London, 2012.
- 📖 Wray, Matt (szerk.): *Cultural Sociology. An Introductory Reader*, W.W. Norton, New York, 2013.

Sociology of Communication

The course introduces students to the theory of communication, dealing with the most important results of 20th and 21st century Communication Studies. Theories include the basics of Semiotics (dealing with the problem of signs), models of communication, Speech Act Theory, language acquisition and the various conceptions of competences (grammatical, communicative, etc.). It also provides a short insight into Sociolinguistics. The 2nd part of the course deals with the History of Human Communication ending up in the investigation of Information Society and the arrival of digital, mobile networked communication.

- 📖 Curran, J. - Gurevitch, M. (eds.): *Mass Media and Society*. London: Arnold, 1997.
- 📖 McQuail, D. - Windahl, S.: *Communication Models for the Study of Mass Communication*. London, New York: Longman, 1993.

Evolutionary Theories

The course gives an overview of the emergence and history of evolutionary theories from the Enlightenment to late 20th and early 21st centuries: from the emergence of the idea of progress and classic conceptualizations of biological and social evolution (Lamarck, Darwin, Spencer etc.) to neo-evolutionary social theories (Sahlins, White, Sanderson, Runciman etc.). The last part of the semester discusses contemporary evolutionary approaches such as evolutionary psychology and human ethology that influence contemporary understanding of social phenomena. During the semester, the students prepare a presentation on a topic of their choice. The evaluation is based on in-class activity and the presentation (50-50%)

- 📖 Charles Darwin: *On the Origin of Species*. London: John Murray, 1859. [DarwinOrigin](#)
- 📖 Richard Dawkins: *The Selfish Gene*. Oxford: Oxford University Press. 1976. ISBN 0-19-857519-X
- 📖 Marshall D. Sahlins – Elman R. Service (eds), *Evolution and Culture*. Ann Arbor: University of Michigan Press, 1960. ISBN 9780472087754

📖 Herbert Spencer, *Progress: Its Law and Cause, With Other Disquisitions*. New York: J. Fitzgerald, 1881. [SpencerProgress](#)

Reading Goffman - Perspectives in Microsociology

The course aims to discuss Goffman's contributions to social sciences, particularly to microsociology and social psychology. The class will be based on discussing a set of readings of Goffman, his contemporaries and interpreters. As a starting point we will analyze some conceptual and historical issues regarding Goffman's stance toward social phenomena. Then, we will discuss some of his key concepts and analyse some of his works in details.

Erving Goffman:

- 📖 Presentation of Self in Everyday Life. Doubleday Anchor Books Doubleday & Company,, inc. Garden City, New York, 1959.
- 📖 Asylums. Penguin Books, New York, 1984.
- 📖 Stigma: Notes on the Management of Spoiled Identity. Penguin Books, New York, 1970.
- 📖 Frame Analysis. Harper & Row, New York, 1979.
- 📖 The Interaction Order. American Sociological Review, 48, 1-17.

RELATED FIELDS

Psychology

The course offers an introduction to psychology to students of sociology and related areas. During the course we will discuss the concept of psychology, its historical emergence, its major theoretical perspectives and methods, and its major topics of investigation. Although the class will be based on lectures, films and further readings will be discussed as well.

- 📖 Edward E. Smith, Susan Nolen-Hoeksema, Barbara Fredrickson, Geoffrey Loftus: *Atkinson and Hilgard's Introduction to Psychology*, Wadsworth, 2003, 14ed.

Philosophy (for social scientists)

During the semester an attempt is made to highlight those social problems, which motivated the originally philosophical reflection on social phenomena. Firstly, Marx's analysis of capitalism and alienation, Arendt's analysis of the public sphere, Habermas' analysis of lifeworld and system, Honneth's analysis of recognition and Foucault's analysis of power are analysed in order to introduce the main topics and approaches. Secondly, the potential answers to these challenges are discussed: based on Kant's moral philosophy and Rawls' contract theory, the question of justice; based on Lévinas' moral phenomenology the question of responsibility and solidarity; based on Koselleck's and Löwith's history of philosophy the question of social development and regression are analysed. These theories not only outline the broader stakes of social sciences, but also provide access points to philosophical reflection through topics relevant for aspiring social science students.

- 📖 Karl Marx: A Reader (ed. Jon Elster) Cambridge University Press 1986. chapter II. Alienation
- Hannah Arendt: The human condition. Chicago University Press 1958. I. The Human Condition
- Michel Foucault: The subject and power. In: Critical Inquiry vol. 8 no.4 (http://www.unisa.edu.au/Global/EASS/HRI/foucault_-_the_subject_and_power.pdf)
- 📖 Axel Honneth: The Struggle for Recognition: The Moral Grammar of Social Conflicts. Polity Press chapter 5. Patterns of intersubjective recognition
- 📖 John Rawls: A theory of justice. Harvard University Press 1971. chapter 1 Justice as fairness

Social Psychology

The aim of the course is to provide an introduction to the main concepts of social psychology, to familiarize the students with the social psychological approach and to situate social psychological phenomena within the broader context of our social world. During the

course the students examine the general paradigms, theories and authors of social psychology.

📖 Smith, Eliot R., and Diane M. Mackie (2000). *Social Psychology*. Philadelphia: Psychology Press.

Social Psychology seminar 1.

The aim of the course is to introduce the students to the theoretical and empirical literature related to the discourse of social memory through the reading of academic works written within the paradigm.

During the first half of the semester after introducing the most important theoretical literature we examine how memory is related to problems such as nation, space, victimhood memory. Afterwards we turn to important events in 20th century Hungary to relate them to social memory. At the end of the semester we look at the significance of media of memory, forgetting, trauma and nostalgia within the social memory framework.

📖 Olick, JK et al. (eds.) (2011) *The Collective Memory Reader*. Oxford: Oxford University Press.

📖 Connerton, P. (1989) *How Societies remember*, Cambridge: Cambridge University Press.

📖 Halbwachs, M. (1992 [1941]) *On Collective Memory*, Chicago: The University of Chicago Press.

Social Psychology seminar 2.

The aim of the course is to introduce students to the academic literature on death and bereavement. During the semester students examine the effect of different cultural-social contexts on the relationship between society and death and their connection to the most important sociological theories.

Followed by an introduction to social reactions on death and bereavement we discuss how information society affects the field. By the end of the semester students will understand the most significant social theories related to death and bereavement, will familiarize with the academic literature.

📖 Kastenbaum, Robert J. (2004) *Death, Society, and Human Experience*. Eighth Edition. Boston: Pearson and Allyn and Bacon.

📖 Verdery, Kathrine (1999) *Political lives of Dead Bodies: reburial and postsocialist change*. New York, Columbia University Press.

📖 Becker, E. (1973) *The denial of death*. New York: The Free Press.

Cultural Anthropology I.

Anthropology is the study of human beings. It can also be said about other sciences as well (e.g. psychology, social psychology, sociology, law, political science, economics, ethnology, linguistics, history, archeology, physical anthropology, etc.). Participant observation, however, is a distinctive feature of cultural anthropology. Cultural anthropologists learn about the life of a group or of a society not from books, but through fieldwork; living there, and taking part in the daily activities, they try to learn and fully understand the values, motives, and meanings underlying the behavior of the members of the group. Base assumption of cultural anthropology is that there are many ways human societies can organize the system which helps to orient themselves in the world, allows them to find goals and tools to their actions, and answers to the question who they are and why they live in the world.

The anthropologist's approach to culture is holistic. Culture is a system, segments of which can only be understood if we know the system itself, its rules and elements. Another feature of cultural anthropology is its comparative method. Initially, cultural anthropology dealt with people existing outside of the Western world, and often behaving quite differently compared to where anthropologists came from. With the help of a comparative perspective, it becomes possible to demonstrate the differences and similarities between cultures. We must finally mention the principle of cultural relativism. This means, as the final conclusion, the cultural anthropologist cannot declare one culture better or worse as the other. Basic tenet of cultural anthropology is that each people, group, and society must be examined on its own terms. As maintained by cultural anthropology, cultures cannot be ranked, not one can be declared "primitive", and not one is superior or inferior compared to the other.

- 📖 Haviland, William A. 2010. *Cultural Anthropology: The Human Challenge*, 13th Edition Wadsworth, ISBN-13: 978-0495810827
- 📖 Crapo, Richley H. 2001 . *Cultural Anthropology: Understanding Ourselves & Others: Understanding Ourselves and Others*. McGraw-Hill Higher Education, ISBN-13: 978-0072381528
- 📖 Ferraro, Gary. 2011. *Cultural Anthropology: An Applied Perspective*. Wadsworth Publishing. ISBN-13: 978-1111301514

History and Theory of International Society

The course focuses on the concept of international society, based on the theory of the English School of international relations. In the center of the English School's thinking is the assertion that through interactions between states shared norms and institutions evolve. The English school argues that in the case states recognize that uphold these is their common interest, we may talk not merely about a system, but a society between states. During the course students are introduced to various international societies starting from the Greek poleis, the Westphalia order or the China centered international society and also to various institutions identified by the English School, such as diplomacy, war or the balance of power. Also, during the second part of the course, such issues as global inequalities or effects of new media technologies on global order are reflected upon.

- 📖 Hedley Bull (1977) *The Anarchical Society*, Palgrave
- 📖 Adam Watson (1992) *The Evolution of International Society: A Comparative Historical Analysis*
- 📖 Osiander, Andreas (2001) Sovereignty, International Relations, and the Westphalian Myth: *International Organization*, Vol. 55, No. 2, pp. 251- 287.
- 📖 Cornelia Navari, Daniel Green (2014) *Guide to the English School in International Studies*
- 📖 Baylis, Smith, Owens (2014) *The Globalization of World Politics*, Oxford University Press.

Citizenship, nationality, nationalism

This is an introductory course to selected questions of the borders of a political community. It discusses and contrasts various theoretical approaches to the formation of the national idea, self-determination, citizenship and nationality, minorities and majorities. We discuss the related philosophical and ideological approaches, including various forms of nationalism, liberalism and multiculturalism, as well as international and domestic legal frameworks. The introduction to contemporary debates will be followed by an insight into European citizenship.

Evaluation is based on a written exam at the end of the semester.

Selected literature:

- 📖 Rainer Bauböck, Stakeholder citizenship and transnational political participation: a normative evaluation of external voting, *Fordham L. Rev.* 75 (2006): 2393.
- 📖 Rogers Brubaker, Myths and misconceptions in the study of nationalism, in *The State of the Nation*, ed. by John A. Hall, Cambridge UP, 1998, 272–306.
- 📖 Ernst Gellner, *Nations and Nationalism*, Cornell UP, 1983, 2006, extracts.
- 📖 Will Kymlicka, *Multicultural Odysseys. Navigating the New International Politics of Diversity*, Oxford UP, 2007, extracts.

Human Rights

Human rights are, on the one hand, "positive" rights codified at international, regional and national level. But human rights are – or rather “is” – also an influential political philosophy, or even a language used by different political philosophies, around which many important contemporary debates take place. The course intends to introduce human rights in these various forms, which are, in fact, -- especially due to the need to interpret law --, interconnected. The course will discuss these layers by engaging with theories, empirical studies and case law.

- 📖 Cindy Holder & David Reid eds. *Human Rights: The Hard Questions*, OUP 2013
- 📖 Linda Camp Keith, 'Human rights instruments' (2010) in Cane and Kritzer, *Oxford Handbook of empirical legal research* (Oxford University Press) 353-376
- 📖 Dia Anagnostou (2010) 'Does European human rights law matter? Implementation and domestic impact of Strasbourg Court judgments on minority-related policies, *The International Journal of Human Rights*, 14:5, 721-743

BASICS OF RESEARCH METHODOLOGY

Introduction to Sociological Research

Aim of the course

The course aims at introducing the theories and practices of social research to the students and serves as a basis for all the following courses on empirical sociology.

Description

Topic #1 An Introduction to Inquiry: human inquiry and science; paradigms, theory and social research, the ethics of social research

Topic #2 Structuring the Inquiry: research design; conceptualization, causality; operationalization and measurement

Topic #3 Modes of operation 1: survey research methods

Topic #4 Modes of operation 2: field research, experiments, evaluation research, focus groups, interview

Topic #5 Sampling methods: types of sampling, the history of sampling, the evolution of probability sampling, sampling distributions, standard error, simple random sampling, systematic sampling, stratified sampling, multistage sampling, probability proportionate to size (PPS) sampling, weighting

Topic #6 Indexes, scales, typologies: validity and reliability, indicators, composite measures, indexes, Likert-, Bogardus-, Guttman-scales, typologies

Topic #7 Estimations: means and ratios, the law of large numbers, confidence level and interval. Analysis of cross-tabulations: precentaging a table, independent and dependent variables

Topic #8 Statistical interference — hypothesis testing: the logic of hypothesis testing, the null hypothesis, statistical tests, testing statistical significance, level of significance, chi-square

Topic #9 Measures of association: levels of measurement levels and measures of association, lambda, gamma, Cramer's V

Topic #10 The elaboration paradigm: the steps of the elaboration model, control variable, antecedent and intervening control variables, original and partial relationships, replication, interpretation, explanation, specification, suppressor variable, distorter variable, ex-post facto hypothesis

 Babbie, E. 2012. *The Practice of Social Research*. Wadsworth: Centage Learning.

 De Vaus, D. A. 2002. *Surveys in Social Research*. Crows Nest: Allen & Unwin.

 Friedman, D., R. Pisani, and R. Purves. 2007. *Statistics*. New York: W. W. Norton & Company Inc.

Data collection methods

The course aims to provide a brief introduction to the different types of data collection methods, both in the field of quantitative and qualitative paradigm. According to this, the students are going to get a deeper insight to how to design a survey and an applicable questionnaire. Besides, some basic techniques of doing qualitative semi-structured interviews are also going to be discussed. In order to combine both fields, details about the so-called cognitive interviews will be shared. During the semester, students are going to form groups of 3 or 4 in which they are going to work on a survey project. Questionnaires are going to be tested at the end of the semester in trial interview situations (5 per each student). Final papers are based on the conclusions of the tests.

Preliminary topics:

1. Introduction to Methodology of Social Sciences: method, methodology, paradigm.
2. How to write a Research Plan?
3. Different types of survey: CAPI, CATI, CAWI. Personal, telephone and web surveys.
4. Different types of survey questions.
5. Typical mistakes of survey questions

6. The role of explorative and cognitive interviews in the process of survey design

Introduction to Google Forms

- 📖 Babbie, Earl (2012): *The Practice of Social Research*. Wadsworth Publishing. ISBN: 1133049796
- 📖 Hox, Joop et al. (2008): *International Handbook of Survey Methodology*. Routledge. ISBN: 0805857532
- 📖 Willis, Gordon B. (1999): *Cognitive Interview. A „How To” Guide*. (manuscript) Available: <http://www.chime.ucla.edu/publications/docs/cognitive%20interviewing%20guide.pdf>

Quantitative data-analysis 1.

1. Aim of the course

The goal of the course is that the students become familiar with the basic usage of the software SPSS and the basics of methodology of quantitative data-analysis and statistics. The basic of this course is an Introduction to the Social Research course and related to Statistics I. and Statistics II. courses.

2. Description

Introduction to SPSS Statistics

One-dimensional analysis and descriptives statistics

Frequencies, Descriptives

Transformation commands

Compute, Recode, Count

Crosstabulation analysis

Constructing aggregated variables

Indices, Cronbach's Alpha, typology

- 📖 Earl Babbie (2016): *The Practice of Social Research*. Cengage Learning, Boston
- 📖 Field, A. P. (2009). *Discovering statistics using SPSS: (and sex and drugs and rock 'n' roll)*. (OKS Print.) Los Angeles [i.e. Thousand Oaks, Calif.: SAGE Publications.
- 📖 Landau, S., & Everitt, B. (2003). *A Handbook of Statistical Analysis using SPSS*. (N/A ed.) Boca Raton, Florida: CRC Press.

Quantitative data-analysis 2.

1. Aim of the course

Instead of introducing new methods, the course primarily focuses on the use of SPSS programming and deepening of SPSS programming knowledge and analytical skills gained from the course entitled "Quantitative data-analysis I."

2. Description

Revision of the material of the seminar titled "Quantitative data-analysis I."

Data-cleaning

Constructing aggregated variables

Z-score sum, Principal Component

Three-dimensional cross-tabulations

Lazarsfeld's elaboration model

One-way ANOVA, post-hoc tests

Research problem, research question

- 📖 Earl Babbie (2016): *The Practice of Social Research*. Cengage Learning, Boston
- 📖 Field, A. P. (2009). *Discovering statistics using SPSS: (and sex and drugs and rock 'n' roll)*. (OKS Print.) Los Angeles [i.e. Thousand Oaks, Calif.: SAGE Publications.
- 📖 Landau, S., & Everitt, B. (2003). *A Handbook of Statistical Analysis using SPSS*. (N/A ed.) Boca Raton, Florida: CRC Press.

Statistics 1.

This course provides a brief overview of the basics of probability and statistics. By the end of the course students will be able to apply basic probability, perform hypothesis tests, construct confidence intervals, and perform regression analysis. This course will cover various types of test, including T-tests, chi-squared tests, ANOVA. This course also covers simple linear regression. Students should develop and reinforce proper statistical intuition. This includes knowing how to identify a sample and a population and applying appropriate statistical methods. Students will also be expected to recognize numerical and categorical

data and apply proper methods throughout the course based on the type of data. The course includes basic visualizations of the data. Students should know what conditions must be met in order to perform certain hypothesis tests as well as be able to interpret the confidence intervals and hypothesis tests appropriately.

- 📖 David Freedman, Robert Pisani Roger Purves: *Statistics*. 4th Edition. ISBN-13: 978-0393929720
- 📖 Earl R. Babbie: *The Practice of Social Research*, 13th Edition ISBN-13: 978-1133049791
- 📖 Diez, Barr, Çetinkaya-Rundel (2015). *Advanced High School Statistics*, First Edition

Statistics 2

This course provides a brief overview of the basics of probability and statistics. By the end of the course students will be able to apply basic probability, perform hypothesis tests, construct confidence intervals, and perform regression analysis. This course will cover various types of test, including T-tests, chi-squared tests, ANOVA. This course also covers simple linear regression. The course includes basic visualizations of the data using Excel and SPSS. The hypothesis tests are performed in SPSS.

- 📖 David Freedman, Robert Pisani Roger Purves: *Statistics*. 4th Edition. ISBN-13: 978-0393929720
- 📖 Earl R. Babbie: *The Practice of Social Research*, 13th Edition ISBN-13: 978-1133049791
- 📖 Diez, Barr, Çetinkaya-Rundel (2015). *Advanced High School Statistics*, First Edition

Project seminar

A fundamental assumption of the BA in Sociology programme is that empirical social research offers a general model for independent work in any area. In accordance with this, a central element of the BA programme is our project seminar. Each project seminar is comprised of 3 joint courses within which small teams of students work together with the instructors on a sociological micro-research. The specific research topic is determined by each project group at the beginning of the semester.

- 📖 Readings will be chosen specifically for each research group.

Network research methods

Network research can be divided into two large blocks from a methodological point of view. One part of the research focuses on full graphs and sets the structural features of the graphs into the focus of the research. Another group of researches uses surveys to explore people's network characteristics based on ego-networking methods. Different network-generator techniques such as name-generator, position-generator, resource-generator, or summation method helps us to understand the characteristics of relationships along various aspects. Based on these techniques, we can study the nature of core relationships, the functioning of social capital or the degree of segregation between different groups. In the class, students learn both the basics of analysis of full-graphs as the use of ego-network techniques.

- 📖 Dávid Beata, Huszti Eva, Barna Ildikó, Fu Yang-chih (2016): Egocentric contact networks in comparison: Taiwan and Hungary. *SOCIAL NETWORKS* 44: pp. 253-265. (2016)
- 📖 Kmetty Zoltán, Koltai Júlia, Tardos Róbert (2017): Core Ties Homophily and Sociocultural Divides in Hungary from 1987 to 2015. *INTERNATIONAL JOURNAL OF SOCIOLOGY* 47:(3) pp. 228-249
- 📖 Lin, N. – Dumin, M. (1986): Access to Occupations through Social Ties. *Social Networks*, 8(4): 365–85.
- 📖 McCallister, L. – Fischer, C. S. (1978): A Procedure for Surveying Personal Networks. *Sociological Methods and Research*, 7(2): 131-148.
- 📖 McCarty K. – Killworth P. D. – Bernard H. R. – Johnsen, E. C. – Shelley G. A. (2001): Comparing Two Methods for Estimating Network Size. *Human Organization*, 60(1), 28–39.
- 📖 Van der Gaag, M. P. J. (2005): *Measurement of individual social capital*. Amsterdam: F&N Boekservices

ACADEMIC COMMUNICATION

Academic Communication

The course aims at developing students' skills in professional communication, including reading, discussing and presenting academic texts, ideas and researches. The students work on the same broader topic that we specify at the beginning of the semester, each of them selecting a sub-field according to their interests. After reading, preparing memos of,

and discussing related academic texts, the students prepare for a 'mini conference' that closes the semester: they will have to write an abstract and do a presentation in front of the group.

The evaluation is based on their participation in class discussions (40%), their written memos (20%), and the abstract and presentation (40%).

- 📖 Students can use online aids to improving professional communication skills, but there is no general reading.

THESIS WORK

Thesis writing

The course helps to write a BA thesis in sociology. The students learn to pose a research question, formulate hypothesis, make research decisions, choose adequate methods, write a research proposal and prepare a presentation. The course offers integrative knowledge and skills to deal with a great challenge: write a thesis.

- 📖 Erikson, Kai (1989): On Sociological Prose. *The Yale Review*, 78 (4): 525–538.
- 📖 Mills, C. Wright (1959): On Intellectual Craftmanship. In *The Sociological Imagination*. New York: Oxford University Press, 195–226.
- 📖 Eco, Umberto (1977): *How to write a thesis?* Cambridge, MA: MIT Press.

Mandatory elective courses (9 credit is obligatory)

English language courses chosen from those offered by the Faculty

INTERNSHIP

Internship