

## **Post Graduate (PhD) Program of Sociology**

Eötvös Loránd University Budapest

Faculty of Social Sciences, Doctoral School of Sociology

**Discipline:** Social Sciences

**Level:** doctoral (PhD)

Aim of the program: to launch professionals on the path to national and international scientific and teaching careers. Professionals who are able to see and study social phenomena in their interconnectedness, cultural and historical determinants, and diversity of methodological approaches. Prospective graduates must demonstrate their ability to carry out research that results in innovative solutions on their own, and to translate them into an international scientific language. The program prepares students for a scientific degree and for pursuing high-quality research and teaching activities – all in accordance with the international standard for scientific training regarding form and content.

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

**Academic periods:**

Educational and research phase, 4 semesters

Research and thesis writing phase, 4 semesters

**Language of the program:**

English

**Forms of doctoral program:** Full-time education

**Funding:** Limited number of state scholarships available, tuition fee

**Requirements to enter the program:** MA or MSc degree in social sciences, or MA or MSc degree from social sciences area (as well as other university-level qualifications related to PhD research topics in the field of the training programs) and a successful entrance exam.

**Language requirements for admission:** one complex intermediate level state exam in a foreign language (non-Hungarian). For foreign students this is the following: certificate about English language knowledge (it doesn't have to be a language certificate, if students previously studied in English, university or high school diploma is enough to be presented). Native language as a foreign language is also accepted as a foreign language.

**Complex Exam:** must be taken at the end of 4<sup>th</sup> active semester  
academic part + methodology part + scientific part

**The program ends:** with the preliminary working place discussion of the full draft version of the dissertation, then absolution, and finally the defense of the dissertation.

**Full credit requirement:** 240 credits

## Ways of obtaining credits (modules):

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

- course credits minimum: 60
- scientific credits minimum: 40
- complex exam 20 credit

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

- scientific work: minimum 75, maximum 105 credits
- teaching experience: minimum 15 credits, maximum 45 credits

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

### Educational Module

Mandatory credits for a full-time PhD student is a minimum of 60; 9 courses (3 compulsory lectures, 2 mandatory optional lectures, 1 mandatory optional seminar, 3 optional seminars)

#### I. Introductory seminars

Introductory seminars are around the topics of social theory, history of sociology, research design and methodology. The minimum requirements for completing the “introductory” seminars are 30 credits in the 1<sup>st</sup> semester. In the 2<sup>nd</sup> semester, two subjects and 10 credits must be selected. The subjects are selected and announced by the program management, and the lecturers are invited by the head of the doctoral school.

Under the guidance of the supervisor, students must prepare a written study and research plan in the first semester by October 15<sup>th</sup>, which includes they types of subjects the student will take from the 2<sup>nd</sup> semester, and the steps he/she will take regarding their research. This written study plan must be submitted to the administration of the doctoral school or submitted in electronic format (signed by the supervisor). This document must be sent to the head of the DS as well.

#### II. Elective research seminars

Optional/elective seminars cover topics relevant to the doctoral school and student research. These seminars provide an opportunity for students to meet with university professors and researchers in order to discuss current researches and their outcomes in a variety of disciplines. Seminars are study units in which the student has the opportunity to expand their theoretical and methodological knowledge in regards to their own research topics, to present their methodological problems, and to gain research experience.

Admission is possible in the 3<sup>rd</sup> and 4<sup>th</sup> semesters, the number of credits for seminars is 5, 3 must be completed, 15 credits in total. Minimum 2 research seminars are announced per semester.

#### III. Elective complementary subjects

Optional subjects are required if the student completes more than the minimum of the core subjects or completes the development courses announced for the 3<sup>rd</sup> and 4<sup>th</sup> semesters

Supplementary subjects may include special seminars, lessons to develop specific skills (academic writing, research project writing, subject development, presentation techniques) required for scientific and teaching work, or MA courses taken to fill knowledge-gaps. The head of the doctoral school decides, and announces all optional courses. The above-mentioned supplementary courses are chosen and announced by the head of the doctoral school, with cooperation from the supervisors and program leaders. Mandatory optional courses have a credits value of 5 credits.

### **Educational Module Credits:**

#### I. semester:

Sociology Theory I, History of Sociology I, Methodology I lessons are compulsory, total credits: 30

#### II. semester:

Social Theory II, History of Sociology II, Research design and method II, 2 courses are obligatory, total credits: 10

#### III. or IV. semester:

Supporting course: academic English and essay writing, presentation techniques, proposal writing, mandatory optional, 5 credits

#### III. or IV. semester:

Elective seminar, 3\*5 credits in the first four semesters, 15 credits in total

Minimum credits to be completed in the educational module: 60 credits

### **Scientific Modul:**

Students must complete minimum 40 scientific credits during the first four semesters (3 mandatory seminars, conference participation and submission of academic research papers and articles).

One of the central courses at the PhD 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, number of credits all together: 10.

In the 3<sup>rd</sup> semester there is a mandatory tutoring seminar. Credit value: 5 credits.

### **Scientific Module Credits:**

#### 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 participations, workshops, 15 credit
- submission of academic research papers and articles, 20 credit

Minimum credits to be completed in the scientific module: 40 credits

Complex final exam, obligatory, 20 credits (10 academic, 10 scientific credits)

**The structure of the educational and research phase (first 4 semesters)**  
**Credit requirements**

	1. semester	2. semester	3. semester	4. semester
Academic credits				
Social Theory I	10 credits, lecture, obligatory, not repeatable			
Social Theory II.		5 credits seminar, mandatory optional, not repeatable		
History of sociology I.	10 credits, lecture, obligatory, not repeatable			
History of sociology II.		5 credits, seminar, mandatory optional, not repeatable		
Research design and method I.	10 credits, lecture, obligatory, not repeatable			
Research design and method II.		5 credits, seminar, mandatory optional, not repeatable		
Supporting course: academic English and essay writing			5 credits, seminar, mandatory optional	5 credits, seminar, mandatory optional
Elective seminars I.			5 credits, lecture, mandatory optional	5 credits, lecture, mandatory optional
Elective seminars II.			5 credits, lecture, mandatory optional	5 credits, lecture, mandatory optional
Elective seminars III.			5 credits, lecture, mandatory optional	5 credits, lecture, mandatory optional
Scientific credits				
Research Colloquium I, II.		5 credits, seminar, obligatory, not repeatable		5 credits, seminar, obligatory, not repeatable
<b>Tutorial seminar</b>			5 credits, seminar, obligatory, not repeatable	
In the case of scientific activities (conferences, workshops, publications, etc.), the credit points defined in the second cycle's credit structure apply.				
Complex final exam: course work and				20 credits (10 course work and 10

scientific work				scientific), obligatory
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### The Comprehensive Examination

The Comprehensive Examination (or Complex Exam) must be completed after the 4<sup>th</sup> active semester and is worth 20 credits (10 academic and 10 scientific credits)

Prerequisites: Completion of the minimum required study and research credits in the educational and research phase (first 4 semesters).

In the Complex Exam, the doctoral student reports on the knowledge acquired in the first cycle (academic part) and the state of their research.

Prerequisites for passing the Complex Exam are the above-mentioned subjects; the completion of the courses announced by the Doctoral Program, as well as the conference presentation and/or certified publication.

Subjects of the Complex Examination: Sociology Theory, History of Sociology, and Methodology of Social Research, and defense of the thesis plan of the dissertation.

Evaluation of the Complex Exam: pass or fail

**Minimum credits to be completed by the end of the 4<sup>th</sup> semester (including complex final exam): 120 credits**

**Minimum credits to be completed each semester: 15 credits**

## B) Research and thesis writing phase

### 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 of 40 credits
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	10 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

In case of multi-authored works or joint conference presentations, credits are distributed proportionally.

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

## I. Educational and research phase

### **PHDEImE1 – Social theory I**

10 credit, lecture, obligatory, not repeatable

### **PHDEImE2 – Social theory II**

5 credit, seminar, mandatory optional, not repeatable

### **PHDSocTE1 – History of sociology I**

10 credit, lecture, obligatory, not repeatable

### **PHDSocTE2 – History of sociology II**

5 credit, seminar, mandatory optional, not repeatable

### **PHDSocMOE1 – Research design and method I**

10 credit, lecture, obligatory, not repeatable

### **PHDSocMOE2 – Research design and method I.**

5 credit, seminar, mandatory optional, not repeatable

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

5 credit, seminar, obligatory, not repeatable

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

5 credit, seminar, obligatory, not repeatable

### **PHDSocTUE1 – Tutorial seminar I**

5 credit, seminar, obligatory, not repeatable

### **PHDSocTANE1 – Supporting course: academic English and essay writing**

5 credit, seminar, obligatory, not repeatable

### **PHDSocTANE2 – Supporting course: academic English and essay writing**

5 credit, seminar, obligatory, not repeatable

### **PHDSocVE1 – Elective seminar I**

5 credit, lecture, optional, not repeatable

### **PHDSocVE2 – Elective seminar II**

5 credit, lecture, optional, not repeatable

### **PHDSocVE3 – Elective seminar III**

5 credit, lecture, optional, not repeatable

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

5 credit, optional

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

5 credit, optional

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

10 credit, 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, not repeatable

## II. Research and thesis writing phase

### **PHDSocTUTE1 – Tutoring seminar**

10 credit, seminar, obligatory, not repeatable

**PHDSocTUTE2 – Tutoring seminar**

10 credit, seminar, obligatory, not repeatable

**PHDSocTUTE3 – Tutoring seminar**

10 credit, seminar, obligatory, not repeatable

**PHDSocTUTE4 – Tutoring seminar**

10 credit, seminar, obligatory, no reproducible

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

15 credit in Hungarian, 20 credit in foreign language, practice, obligatory, not repeatable

**PHDTANE1 - Submitting and publishing an independent scientific publication, in Hungarian language**

15 credit, optional

**PHDTANE2 - Submitting 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**

10 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

**Leaders of the course blocks**

Code	course	responsible
	<b>Social theory</b>	Nikos Fokasz
	<b>History of sociology</b>	Vera Szabari
	<b>Methodology</b>	Tamás Rudas
	<b>Research Colloquium (professorial seminar)</b>	Antal Örkény
	<b>Supporting courses</b>	head of the program, Antal Örkény



## Course descriptions

### Social Theory I-II.

In the two semesters of course it in class we are discussing such topics as a matter of social order; modernity and modernization theories; natural scientific explanation of social phenomena; social relationships and communities; system of networks; social dynamics; functional analysis of the self-organizing subsystems, such as mass media, economy, and the self-organizing subsystems and their features, such as science, time periods, social and economic trends.

#### Literature

Luhmann, Niklas: Kettős kontingencia, In Bevezetés a rendszerelméletbe p299-306, Gondolat, 2006

Giddens, Anthony: The Consequences of Modernity, Stanford University Press, 1990. p1-

Coleman, James: Microfoundations and Macrosocial Behavior In. Alexander, Giesen, Münch, Smelser (szerk): The Micro-marko Link, University of California Press, 1987. p153-173.

Granovetter, Mark (1973): The Strength Of Weak Ties American Journal of Sociology

Popper, Karl (1997): Megismerés, történelem, politika. 122. old. Budapest: AduPrint.

Fokasz Nikosz: Evergreens, sensations and the rest. A quantitative analysis of dynamics of news articles on domestic politics Review of Sociology Vol. 14. (2008) I.

Rostow, W. W.: A gazdasági növekedés szakaszai In: Szokolczai György (szerk): A gazdasági fejlődés feltételei, Közgazdasági és Jogi Könyvkiadó, Budapest, 1963

### History of Social Thinking I.

The course is intended to provide a comprehensive overview of the most important classical and contemporary trends in sociological thinking, ensuring an overview of the diverse answers and reflections of different schools on the same problems. The structure of the course follows the classical structure of sociological trends, such as positivist and functionalist approaches, phenomenology or critical theories. The course dedicates special attention to the political, social and historical context of social theory, especially in the case of major sociological problems such as integration or inequality.

#### Literature

Scott Appelrouth - Laura Desfor Edles (eds.) 2016. Classical and Contemporary Sociological Theory. Text and Readings. Sage, LA, London.

Judith R. Blau 2004. The Blackwell Companion to Sociology. Blackwell Publishing, Malden, Oxford.

Craig J. Calhoun 2002. Classical sociological theory. Wiley-Blackwell.

### History of Social Thinking II.

#### Comparative and Historical Sociology

The course primarily aims (1) to provide doctoral students with guidance in history of social theory for their doctoral research filed and (2) to help students prepare for their complex final exam 'Social Theory'. Toward these ends, the course will focus on a series of landmark works in the field, past and present, linked to the students' research and scientific work.

#### Literature

Craig Calhoun (ed.) 2007. Sociology in America, A History. The University of Chicago Press. Chicago and London.

Anthony Giddens 1996. The Constitution of Society. California: University of California Press.

Judith R. Blau 2004. *The Blackwell Companion to Sociology*. Blackwell Publishing, Malden, Oxford.

### **Methodology I.**

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

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

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

Alan Bryman: „Social Research Methods”. Oxford University Press 2004

Gerd Gigerenzer: „Mindless statistics”. *The Journal of Socio-Economics* 33 (2004): pp. 587–606.

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

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

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

### **Methodology II.**

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

- a. 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)
- b. 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

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

Tamás Rudas (2010): „Informative Allocation and Consistent Treatment Selection”. *Statistical Methodology, Special Issue on Statistics in the Social Sciences* 7: pp. 323–337.

Richard L. Scheaffer, William Mendenhall, R. Lyman Ott: „Elementary Survey Sampling”. Wadsworth 1990

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

Jacques Tacq: „Multivariate analysis techniques in social science research: from problem to analysis.” Sage Publications 1998

Heltai Erzsébet – Tarjányi József (1999): A szociológiai interjú készítése (kézirat)

Gabriele Rosenthal: A történetmesélés gyógyító hatása, in: Bodor Péter (szerk.): Kvalitatív kutatási olvasókönyv - Szavak, képek, jelentés, L'Harmattan, Budapest, megjelenés előtt

- Kopperschmidt, Josef: Az argumentáció elemzése. In Síklaki I. (szerk.): A szóbeli befolyásolás alapjai I. Nemzeti Tankönyvkiadó, Budapest, 1995. pp. 219-227.
- Michael Bloor, Jane Frankland, Michaelle Thomas és Kate Robson: Fókuszcsoport a társadalomtudományban: trendek és felhasználási módok, in: Bodor Péter (szerk.): Kvalitatív kutatási olvasókönyv - Szavak, képek, jelentés, L'Harmattan, Budapest, megjelenés előtt
- Erving Goffman: A terepmunkáról. in: Bodor Péter (szerk.): Kvalitatív kutatási olvasókönyv - Szavak, képek, jelentés, L'Harmattan, Budapest, megjelenés előtt
- Géring Zsuzsanna : 'Diskurzív fordulat' a társadalomtudományokban és Ruth Wodak és a diskurzustörténeti iskola. In: Némedi, D. (szerk.): Modern szociológiai paradigmák. Budapest : Napvilág, 2008. pp. 387-406 és 428-457.
- Kathy Charmaz: Lehorgonyzott elmélet, in: Bodor Péter (szerk.): Kvalitatív kutatási olvasókönyv - Szavak, képek, jelentés, L'Harmattan, Budapest, megjelenés előtt
- Glaser & Strauss, *The Discovery of Grounded Theory*, 1967.

### **Research Colloquium**

One of the central courses at the beginning of the PhD programme 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 is compulsory for both the first and second year students.

#### Literature:

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

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

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

Howard S. Becker (2008) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, University of Chicago Press

### **Tutorial seminar**

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 in a systemic way. 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.

#### Literature:

TBA

### **Supporting course: academic English and essay writing**

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 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:

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

### **Elective seminars (announced according to students' need)**

#### **Some Recent Developments in Organization Theory: Industry Impacts, Strategy Implications**

The course addresses some recent developments in Organization Science. It sets the focus on the industry level, investigating how firms and other organizations compete, ally, imitate each other or cluster into networks. The empirical justification takes place via a variety of formal methodologies like multivariate analysis, network analysis, computer simulation and the logical reconstruction of decision-maker behavior. The results point out large-scale impacts upon industry development, market structuration and network formation. Constraints and opportunities emerge, shaping the ways how successful firm and firm-cluster strategies are formulated.

#### **Literature:**

Péli, Gábor & Schenk, Hans (2015) "Organizational decision-maker bias supports market wave formation: Evidence with logical formalization." *Quality & Quantity* (in press) DOI: 10.1007/s11135-014-0122-8.

Péli, G. 2009. "Fit by founding, fit by adjustment: Reconciling conflicting organization theories with logical formalization." *Academy of Management Review* 34(2): 343-360.

García-Díaz, César & Witteloostuijn, Arjen van & Péli, Gábor (2008) "Market dimensionality and the proliferation of small-scale firms." *Advances in Complex Systems*, 11: 231-247.

#### **Qualitative Quantity: the harmonization of qualitative and quantitative research methods**

The dream of all social researcher is meeting the criteria of reliability, validity, and generalization. However, like dreams, these also cannot be fully realized. Quantitative and qualitative approaches differentiate exactly when a researcher makes the choice about which of these measurement criteria is the most important for him/her.

Although quantitative and qualitative approaches can be organically connected to each other, if researchers do not look at the human subject of research as a causally controllable being, which is nothing else than the passive container of answers to certain questions, but they try to take into consideration the personal interpretations of the actors.

The course aims at emphasizing the importance of the (self-)reflection of research activity using examples about all phases of social research, namely data acquisition, analysis and publication.

#### **Literature:**

Kaplan, D.: Methodology for the social sciences, Sage Publ. 2004

Bodor, Péter: Szavak, képek, jelentés - Kvalitatív kutatási olvasókönyv, L'Harmattan Kiadó, 2013

#### **Figurative sociology: Elias Norbert's followers**

Course objectives is to make students familiar with the major trends of research connected to the civilization theory of Norbert Elias and its offshoot, figurational sociology, and to facilitate the assessment, both on a conceptual and a methodological level, of the available options in studying long-term socio-cultural change systematically as a result of interdependent explanatory factors.

#### **Literature:**

Elias, Norbert: A civilizáció folyamata. Szociogenetikus és pszichogenetikus vizsgálódások.

Ford. Berényi Gábor. Gondolat, Bp., 1987. Összefoglalás, 677-806. old. [Coospace]

Elias, Norbert: A szociológia lényege. Ford. Berényi Gábor. Napvilág, Bp., 1999.

Duindam, Jeroen: *Myths of Power. Norbert Elias and the Early Modern European Court*. Amsterdam University Press, Amsterdam, 1995. 3. fejt., 35-80. old.; 6. fejt., 137-158. old.; 7. fejt., 159-180. old. [Coospace]  
 Gillingham, John: *From Civilitas to Civility. Codes of Manners in Medieval and Early Modern England*. *Transactions of the Royal Historical Society*, 6. sor., 12. évf., 2002, 267-289. old. [Coospace]

### **Approximations to the sociology of migration**

A research oriented introductory course to the sociology of migration. Core topics of the sociology of migration are selected on the basis of being covered by a recently finished or ongoing empirical (preferably comparative and interdisciplinary) research by the course leader and his teams. The aim of the course is to introduce the theoretical basis of the selected topics as well as to give an in-depth experience of the research (including hypothesis development, operationalisation, sampling, analysis, etc.).

#### Literature:

Massey et al (1993) *Theories of International Migration Population and Development Review* 19(1993)431-466.  
 Csepeli, Gy. – Orkeny A. and E. Sik (2001) *Determinants of Denial and Acceptance of Refugees in Hungary in: Ethnic minorities and Inter-Ethnic Relations in Context*, eds.: Karen Phalet and Antal Örkény, Ashgate, Aldershot pp. 85-96.  
*Measuring discrimination* (2010) (with Bori Simonovits) in: *The Hungarian Labour Market – 2010*. eds.: Fazekas Károly, Anna Lovász, Álmos Telegdy, Institute of Economics, HAS, Budapest, pp.120-134.  
*Case study – Hungary* (2010) in: *Migrants to Work: Innovative approaches towards successful integration of third country migrants into the labor market*, DG Employment, Social Affairs, and Equal Opportunity, Bruxelles, pp. 241-351.

### **Network synthesis of critical theories**

The seminar focuses on connecting various critical theories of classical and late modernity with the help of network theories. In 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: Polity.  
 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.

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

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 challenges the 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 Szélényi, Iván. *Patterns of Exclusion: Constructing Gypsy Ethnicity and the Making of an Underclass in Transitional Societies of Europe*. (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).

#### **How to research human rights and international relations?**

The course aims to help PhD students learn to apply international relations research methods, to provide them a brief introduction to the art of writing and assessing arguments, and to enable them to present their research results both in written and oral form. The course prepares students for taking conference presentation and writing abstracts and papers.

#### Literature

Martin Hollis and Steve Smith (1991) *Explaining and Understanding International Relations*, Clarendon.

Christopher Lamont (2015) *Research Methods in International Relations*, SAGE.

Anthony Weston (2000) *A Rulebook for Arguments*, Hackett.

Alexander L. George and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*, Belfer Center.

Jonathon Moses and Torbjørn Knutsen (2012) *Ways of Knowing: Competing Methodologies in Social and Political Research*, Palgrave.

#### **Nationalism: new forms and new approaches**

The course examines the far-right extremist and ethnonationalist political discourses, which focus on community identities, but strongly affected by the broader social, economic and public processes and by of normative and empirical social science approaches. The courses are focused on issues such as neo-nationalism and nationalization of culture, high and popular culture in the context of neo-nationalism, radical extreme identity-building processes, the interoperability of national and ethnic neo-nationalist attitudes and the extreme right-wing political movements, as well as racism and nationalism in new interaction.

#### Literature

Stewart, Michael: „Populism, Roma and the European Politics of Cultural Difference”. In Stewart, Michael (ed.): *The Gypsy 'Menace': Populism and the New Anti-Gypsy Politics*. London: Hurst, 2012. 3-23.

Feischmidt et al: *Nemzet a mindennapokban. Az újnacionalizmus populáris kultúrája*. Budapest: L'Harmattan – MTA Társadalomtudományi Kutatóközpont, 2014.

Holmes, Douglas R.: *Integral Europe: Fast-Capitalism, Multiculturalism, Neofascism*. Princeton: Princeton University Press, 2000.

Edensor, Tim: *National Identity, Popular Culture and Everyday Life*. Oxford: Berg, 2002.

Gellner, Ernest: *A nemzetek és a nacionalizmus*. Budapest: Napvilág Kiadó, 2009.

Gingrich, Andre és Banks, Marcus: *Neo-nationalism in Europe and beyond. Perspectives from Social Anthropology*. New York - Oxford: Berghahn, 2006.

## **Discourse Analysis**

### Course description:

The course covers the topic of discourse analysis to which a wide range of disciplines contributed. We will start discussing some important antecedents of discourse analysis and reflect its methodological and theoretical status. Subsequently, a variety of discourse analysis called discursive psychology will be introduced and discussed as a narrower topic.

Specifically, we discuss discursive psychology as an alternative approach to the mainstream individualistic cognitive psychology. More and more scholars wish to overcome the „mentalism” of contemporary psychology. Some of them attempt to highlight the “discourse” as a unifying concept for psychological analysis, while others rely more on the concept of “narrative”. Then, various topics of discursive psychology will be discussed. The course will be a detailed exposition of the micro sociological and social psychological approaches that offers discursive alternatives to cognitive psychology. The course introduces theoretical and applied approaches that develop and use the concepts of discourse in sociology, especially in microsociology, and social psychology.

### Readings:

Barker C. and Galasinski, D.: *Cultural Studies and Discourse Analysis: A Dialogue on Language and Identity*. Sage, 2001.

Bodor, P.: “Identity in focus – and the case of ascribing schizophrenia to Europe and Hungary” 95-110. In: *Recon Research Report: Collective identity formation in accession states*. 2008;

[http://www.reconproject.eu/main.php/\\_publicationPreview?publicweb=1&publid=279](http://www.reconproject.eu/main.php/_publicationPreview?publicweb=1&publid=279)

Bodor, P.: “More than Meets the Ear.” *British Journal of Psychology*, Vol. 92. 2001, 403-409.

Bodor, P.: *On Emotions: A Developmental Social Constructionist Account*. L'Harmattan, Budapest, 2004. [http://www.taosinstitute.net/publishing/from\\_around\\_the\\_world.htm](http://www.taosinstitute.net/publishing/from_around_the_world.htm)

Bodor, Péter (1997) On the usage of emotional language: A developmental view of the tip of an iceberg. In: Niemeier, Susanne and Dirven, René (eds.) *The Language of Emotions: Conceptualization, expression, and theoretical foundation*. Amsterdam: John Benjamins. pp. 195-208.

Bruner, Jerome (1990) *Acts of Meaning*. Cambridge, MA: Harvard University Press.

Bruner, Jerome (1996) *The Culture of Education*. Cambridge, MA: Harvard University Press.

Capps, Lisa and Ochs Elinor (1995) *Constructing Panic: The Discourse of Agoraphobia*. Cambridge, MA: Harvard University Press.

Danziger, Kurt (1997) The Varieties of Social Construction. *Theory & Psychology*. 7:3. pp. 399-417.

De Cillia, R., Reisigl M. and Wodak R.: The discursive construction of national identities. *Discourse and Society*. 1999, Vol. 10, 149-173.

Edwards, Derek (1997) *Discourse and Cognition*. London: SAGE.

Edwards, Derek and Potter, Jonathan (1992) *Discursive Psychology*. London: SAGE.

Gee, James Paul: *An Introduction to Discourse Analysis – Theory and Method*. London: Routledge, 1999.

Harré R. (1993) Towards an emotionology of local moral orders. *Common knowledge*. 2:3. pp. 12-14.

Harré, R. (1997) "Berkelyian" Arguments and the Ontology of Cognitive Science. In: Johnson, D. M. and Erneling, C. E. (eds.): *The Future of the Cognitive Revolution*. New York: Oxford University Press. pp. 335-353.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: SAGE.

Lane, P.: Nexus Analysis – An Action Oriented Approach to Discourse. In: Östman J-O. and Verschueren J. (eds) *Handbook of Pragmatics*. John Benjamins, 2014.

Ochs, E. and Capps, L.: *Living narratives – Creating Lives in Everyday Storytelling*. Cambridge, Ma.: Harvard University Press, 2001.

Sarbin, Theodore R. (1986/b) The Narrative as a Root Metaphor for Psychology, In: Sarbin, Theodore R.(ed.) *Narrative Psychology*. pp. 3-21,

Sarbin, Theodore R. (1989) Emotions as Situated Actions. In: Cirillo, Leonard, Kaplan, Bernard and Wapner, Seymour (eds.) *Emotions in Human Development*. Hillsdale, NJ: Lawrence Erlbaum. pp. 77-101.

Schiffrin, Deborah: *Approaches to Discourse*. Oxford: Blackwell, 1994.

#### Requirements:

Active participation, class presentation and a written essay on a relevant t

### **Residential segregation between social and ethnic groups in Budapest during the post-communist transition**

Socio-economic residential segregation has increased in Budapest since the post-communist turnover. Higher social status groups have started to move toward new suburbs. The physical condition of buildings in the slum belt that surrounds the inner parts of Pest is deteriorating faster than ever before. A massive invasion of underprivileged social and ethnic groups into this slum belt has started. Budapest is splitting into two parts. One can see that everyday walking along the streets, or considering what shops offer, what turnover they can realize, and what prices are asked for real estate. Parts of the city inhabited by higher status social groups look more and more like cities in Western Europe. By a sharp contrast, other parts, inhabited by the losers of post-communist transition, tend to resemble cities of the Third World.

#### List of core readings

János Ladányi-Iván Szelényi: *Patterns of Exclusion*. East European Monographs, Columbia University Press, New York 2006

Ladányi, János: Residential Segregation among Social and Ethnic Groups in Budapest during the Post-communist Transition. In: Marcuse, Peter and van Kempen, Roland (eds.): *Of States and Cities. The Partitioning of Urban Space*. Oxford University Press. Oxford, 2002 (pp. 172–182.)

### **The Sociology of Culture**



This seminar is for all graduate students interested in qualitative sociological research as well as in the subfields of cultural sociology, that is, the sociology of knowledge, science, religion, and art as well as the sociological approach to gender studies. Besides the topics and readings that any academically demanding course must cover, the seminar tries to adapt to the research questions involved in the thesis proposals of each participant. Students are expected to come prepared to every session and actively take part in the discussion that will be moderated by the person whose research interests are most directly addressed in the readings for the given session. The lecturer will enlarge upon the contextual and theoretical background to the issues in an effort to help those participants whose previous studies have been in a discipline other than sociology.

Course requirements: regular class attendance and participation, a presentation followed by moderating the class discussion, final term paper on a subject previously agreed upon after consultation with the lecturer.

#### List of core readings

Bourdieu, Pierre: 'The Field of Cultural Production, or: The Economic World Reversed. *Poetics* 12 (1983), pp. 311–356.

Pierre Bourdieu: From the King's House to the Reason of State: A Model of the Genesis of the Bureaucratic Field. *Constellations*, March 11 (2004), No. 1, pp. 16-36.

Davie, Grace: *The Sociology of Religion*. Sage, 2013.

Jasanoff, Sheila et al. (eds.): *Handbook of Science and Technology Studies*. Sage 1995.

Laqueur, Thomas: *Making Sex: Body and Gender from the Greeks to Freud*. Harvard University Press, 1992.

Mannheim, Karl: *Ideology and Utopia* (several editions), Chapter V.

## **The evaluation system and requirements**

The graduate program has three types of courses: compulsory, mandatory optional, and elective. The instructor of the course evaluates the students' performance on a five-point or a three-point scale. The grades of the five-point scale: excellent (5), good (4), satisfactory (3), sufficient (2) and insufficient (1). The grades of the three-point scale: excellent, pass, fail. Course requirements may include a written or oral exam, or writing a paper as specified by the instructor.

The scientific module incorporates the acquirement of the required knowledge (both theoretical and practical) to do scientific research in the chosen field of the student, writing and submitting publications, bibliographies, book reviews, translations, participating in academic conferences and workshops, holding lectures, tutorial consultations, preparing research plans, and conducting field work. The evaluation of research activities occurs on a three-point scale (excellent, pass, fail).

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 amount of credits granted at the end of each semester by the tutor and the supervisor of the course.

## **Other provisions**

The classes take place on a weekly basis. If needed, appropriate courses may be held in blocks. To start an elective course the minimum number is 3 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 the articles published in journals the following journals may be considered:

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

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