

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

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

Periods:

- educational and research phase, 4 semesters
- research and thesis writing phase, 4 semesters

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

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

Options: Full-time education, correspondence education

Finances: limited number of state scholarship available, tuition fee

Requirements: university MA degree in social sciences, or MSc degree, enrolment interview, study plan

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

Full credit requirements: 240 credits

Ways of obtaining credits (modules):

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

- course credits minimum: 70

- scientific credits minimum: 30
- complex exam 20 credit

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

- scientific work: 105 credits
- teaching experience: 15 credits

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

I. Introductory seminars

Introductory seminars are around the topics of social theory, history of social thinking, research design and method. Minimum requirement: to complete the introductory module in the 1st semester, obligatory for 30 credits altogether. In the 2nd semesters from the three fields two courses must be selected; obligatory for 10 credits altogether.

Students must prepare a study and research plan by every October 15th for the given academic period with the direction of their tutors. This contains the types of subjects the student will be attending from the following semester. (The study plans must be handed in for the officer in the Registrar's office. They will be also handed over to the program leader.)

II. Elective research seminars

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

III. Research Colloquium

One of the central courses at 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 is coordinated by the program director. The courses are obligatory, number of credits all together 10.

The third semester there is a mandatory tutoring seminar. number of credits 5.

IV. Elective complementary subjects

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

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

	1. semester	2. semester	3. semester	4. semester
Social theory I	10 credits, lecture, obligatory			
Social theory II.		5 credits seminar, obligatory optional		
History of sociology I.	10 credits, lecture, obligatory			
History of sociology II.		5 credits, seminar, obligatory optional		
Research design and method I.	10 credits, lecture, obligatory			
Research design and method II.		5 credits, seminar, obligatory optional,		
Research Colloquium I, II		5 credits, seminar, obligatory		5 credits, seminar, obligatory,
Tutorial seminar			5 credits, seminar, obligatory,	
Supporting course: academic English and essay writing			5 credits, once the seminar is obligatory,	5 credits, seminar, once the seminar is obligatory,
Elective seminars I.			5 credits, lecture, optional	5 credits, lecture, optional
Elective seminars II.			5 credits, lecture, optional	5 credits, lecture, optional
Elective seminars III.			5 credits, lecture, optional	5 credits, lecture, optional
Elective seminars IV.			5 credits, lecture, optional	5 credits, lecture, optional
Conference participation with lecturing and publication, workshops, submission of papers and articles (in Hungarian language)			5 credits, optional,	5 credits, optional,
Conference participation with lecturing and publication, workshops, submission of papers and articles (in foreign language)			10 credits, optional,	10 credits, optional
Complex final exam: course work and scientific work				20 credits (10 course work and 10 scientific), obligatory, the scientific no reproducible
Total credits	min.: 30 credits	min.: 10- credits	min.: 15- credits	15 (+20)- credits

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

Educational Module:

I. semester:

Social theory I., History of social thinking I. and Research design and method I. classes are obligatory, total credit 30

II. semester:

Social theory II., History of social thinking II., and Research design and method II., 2 courses are obligatory, Total credits 10

III. semester:

Supporting course: academic English and essay writing, presentation techniques, proposal writing, elective, 5 credits
Elective seminar I., 5 credits
Elective seminar II., 5 credits

IV. semester:

Supporting course: academic English and essay writing, presentation techniques, proposal writing, elective, 5 credits
Elective seminar III., 5 credits
Elective seminar IV., 5 credits

Science Module:

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

III. semester: Tutorial consultation, obligatory, 5 credits

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

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

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

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

Subject of complex final exam:

Study exam: social theory, social research methods

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

Evaluation of final exam: passes, no passes

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 credit 40
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Teaching a full independent academic course, in Hungarian or foreign language, in any field, obligatory	In Hungarian 15 credits, in foreign language 20 credits
Supplementing and publishing an independent scientific publication, in Hungarian language	15 credits
Supplementing and publishing an independent scientific publication, in foreign language	20 credits
To write an independent scientific review, in Hungarian language	5 credits
To write an independent scientific review, in foreign language	10 credits
Participation in a conference with lecture, in Hungarian language	8 credits
Participation in a conference with lecture, in Hungarian language	5 credits
Participation in a conference with lecture, in foreign language	15 credits
Participation in a conference with poster, in foreign language	10 credits
Public discussion of the first full draft version of the dissertation	15 credits

Multiple authored works used for credits are distributed proportionally.

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

Course list

I. Educational and research phase

PHDEImE1 – Social theory I

10 credit, lecture, obligatory, no reproducible

PHDEImE2 – Social theory II

5 credit, practice, obligatory optional, no reproducible

PHDSocTE1 – History of sociology I

10 credit, lecture, obligatory, no reproducible

PHDSocTE2 – History of sociology II

5 credit, practice, obligatory optional, no reproducible

PHDSocMOE1 – Research design and method I.

10 credit, lecture, obligatory, no reproducible

PHDSocMOE2 – Research design and method I.

5 credit, practice, obligatory optional, no reproducible

PHDSocKutE1 – Research Colloquium I

5 credit, practice, obligatory, no reproducible

PHDSocKutE2 – Research Colloquium II

5 credit, practice, obligatory, no reproducible

PHDSocTUE1 – Tutorial I

5 credit, practice, obligatory, no reproducible

PHDSocTANE1 – Supporting course: academic English and essay writing

5 credit, practice, obligatory, no reproducible

PHDSocTANE2 – Supporting course: academic English and essay writing

5 credit, practice, obligatory, no reproducible

PHDSocVE1 – Elective seminar I

5 credit, lecture, optional, no reproducible

PHDSocVE2 – Elective seminar II

5 credit, lecture, optional, no reproducible

PHDSocVE3 – Elective seminar III

5 credit, lecture, optional, no reproducible

PHDSocVE4 – Elective seminar IV

5 credit, lecture, optional, no reproducible

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, no reproducible

II. Research and thesis writing phase

PHDSocTUTE1 – Tutoring seminar

10 credit, practice, obligatory, no reproducible

PHDSocTUTE2 – Tutoring seminar

10 credit, practice, obligatory, no reproducible

PHDSocTUTE3 – Tutoring seminar

10 credit, practice, obligatory, no reproducible

PHDSocTUTE4 – Tutoring seminar

10 credit, practice, obligatory, no reproducible

PHDOktE1 - Teaching a full independent academic course

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

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

15 credit, optional

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

20 credit, optional

PHDTANRE1 - To write an independent scientific review, in Hungarian language

5 credit, optional

PHDTANRE2 - To write an independent scientific review, in foreign language

10 credit, optional

PHDKonfE1 - Participation in a conference with lecture, in Hungarian language

8 credit, optional

PHDKonfE2 - Participation in a conference with lecture, in Hungarian language

5 credit, optional

PHDKonfE3 - Participation in a conference with lecture, in foreign language

15 credit, optional

PHDKonfE4 - Participation in a conference with poster, in foreign language

10 credit, optional

PHDKutE - Public discussion of the first full draft version of the dissertation

15 credit, obligatory

Leaders of the course blocs

Code	course	responsible
	Social theory	Nikos Fokasz
	History of sociology	Vera Szabari
	Methodology	Tamás Rudas
	Research Colloquium (professorial seminar)	Antal Örkény
	Supporting courses	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: Lehorgonyozott 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

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

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 every day 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, compulsorily chosen, and elective. In the classis's instructors evaluate the student's performance on five-point scale: excellent (5), good (4), medium (3), sufficient (2) and insufficiency (1). The exams can be performed either orally or in writing essays which is specified in advance of the academic year by the instructor.

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

The participating doctoral students are required to undertake teaching duties. Regular educational activities can be credited by the Faculty of Social Sciences at ELTE and other universities. The 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. Due to the nature of courses exceptions are possible. Based on the request of the teachers, claims must be approved by the Board of the Doctoral School.

To start an elective course the minimum number is 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 advance level and one basic level language exam certificate.

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

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