

The Informative Course Descriptions of the Interdisciplinary Doctoral Program

The actual course descriptions are uploaded into the Neptun system by the instructors at the beginning of each semester.

Values in Sociology

During the course, students will become familiar with the philosophical, sociological, and social psychological dilemmas of the value problem. They will be introduced to the examination and results of domestic and international research on values. Values play a key role in the integration of both society and personality, yet they are difficult to operationalize. Research on values has been ongoing for decades worldwide and in Europe, but the rich empirical material is not proportionate to theoretical reflection. During the course, we will present some results based on the examination of databases from several well-known international comparative studies (World Values Survey, European Values Study, European Social Survey) using a longitudinal-comparative approach. In doing so, we hope to illustrate both the strengths and weaknesses of value research. Students will also become familiar with the methods of both nationally representative and smaller, marginal communities' research from domestic studies.

Inglehart, Ronald and Welzel, Christian. *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. Cambridge University Press, 2005.

Schwartz, Shalom H. *Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries*. *Advances in Experimental Social Psychology*, vol. 25, 1992, pp. 1-65.

Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Sage Publications, 2001.

Kohn, Melvin L. *Class and Conformity: A Study in Values*. Routledge, 2009.

Dynamic Sociology I - II

Social dynamics in the context of the emergence and diffusion of social innovations. Multidisciplinary approach. In our approach, the emergence and diffusion of novelty are two closely intertwined and conceptually inseparable factors of social change, but they can still be separated for analytical purposes. These lectures mainly focus on the circumstances of the emergence of innovations. Our starting point is sociopsychological, assuming that the level of microsociology, where individual and social encounters are the constant source of social innovation, is crucial. However, we are interested mainly in the circumstances of the emergence of so-called macro-innovations. There is no general theory or established methodology for their emergence, and this course aims to contribute

to the creation of a possible general theory. We will conclude that a general scheme for the emergence of macro-innovations can be extracted from the sub-concepts of various disciplines dealing with novelty in one way or another. The material covered in these lectures includes the works of historians (Szücs, Hajnal, Furet, Braudel), philosophers of science (Feyerabend), psychologists (Csikszentmihályi), evolutionary biologists (Maynard Smith, Szathmáry), Koestler as a historian and psychologist, economists (Jánossy), physicists (Tél), and many others, totaling thousands of pages of work.

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

Niklas Luhmann: "Double Contingency" in *Introduction to Systems Theory*, translated by Peter Gilgen, Polity Press, 2012.

Niklas Luhmann: "Contingency as the Self-Value of Modern Society" in *Observations on Modernity*, translated by William Whobrey, Stanford University Press, 1998.

Cultural Archetypes I. - II.

The aim of the course is to explore the hidden, archetypal patterns of modern scientific discourses about human beings. Through interactive discussions of patterns found in interaction with the stranger and the other, deviance, art, and the practice of therapy, as well as the presentation of case studies, we will introduce the repertoire of cultural archetypes that are hidden in the unconsciousness of modernity.

Jung, Carl. *The Archetypes and The Collective Unconscious*. Routledge, 1991.

Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton University Press, 2008.

Said, Edward. *Culture and Imperialism*. Vintage Books, 1994.

Geertz, Clifford. *The Interpretation of Cultures*. Basic Books, 1973.

Methodology I - II

The aim of the course is to introduce the qualitative and quantitative research methods commonly used in social science research. We will focus particularly on the theory of social representations and analytical techniques based on the sociological (social psychological) narrative paradigm, as well as survey research and data collection. The data used cannot be interpreted in an absolute sense in any scientific field, but only within the interpretive framework determined by the method of data collection. For example, we can provide the unemployment rate, but it is difficult, if not impossible, to interpret this without specifying whether it is based on an aggregation of the number of people who have applied for unemployment benefits or an estimate based on the proportion of people who identify as unemployed in a survey. Therefore, even the most basic users of data

must take into account the method of data collection, and this is even more important for those who not only use but also analyze the data. The course reviews some important issues related to data collection and analysis, with the aim of providing guidance on what questions can be asked and what kind of answers can be obtained from data. We do not delve deeply into any specific data analysis method, but rather aim to facilitate the learning of these methods later on, and try to put the methods known to the students into the correct perspective. The doctoral level of the course is expressed partly in the general and generalizing level of discussion, and partly in the expected contributions from the students.

Bryman, Alan. *Social Research Methods*. Oxford University Press, 2016.

Denzin, Norman K. and Lincoln, Yvonna S. *The Sage Handbook of Qualitative Research*. Sage Publications, 2011.

Blaikie, Norman. *Designing Social Research: The Logic of Anticipation*. Polity Press, 2013.

Charmaz, Kathy. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Sage Publications, 2014.

Social Psychology:

The European cultural tradition has been heavily centered around consciousness until recent times, which was further reinforced by the rationalism of the Enlightenment. Only a few 18th-century Scottish philosophers and psychologists, as well as Freud, were exceptions to this. In recent decades, research, partly due to the huge development of neuroscience, which has become closely linked to cognitive and social psychology, has resulted in a paradigm shift by recognizing the significance of the cognitive unconscious, or what Timothy Wilson calls the adaptive unconscious. Although this new perspective is far from being widely accepted in social psychology, I believe that the interaction between unconscious cognitive processes and conscious and unconscious processes will be at the center of current and future research and applications. Therefore, I consider it essential to establish this paradigm shift with this course, whose content has been continuously enriched and refined over the past 10 years

Bargh, John A. and Chartrand, Tanya L. *The Unconscious Mind*. *Current Directions in Psychological Science*, vol. 15, no. 4, 2006, pp. 149-153.

Wilson, Timothy D. *Strangers to Ourselves: Discovering the Adaptive Unconscious*. Belknap Press of Harvard University Press, 2002.

Greenwald, Anthony G. and Banaji, Mahzarin R. *Implicit Social Cognition: Attitudes, Self-Esteem, and Stereotypes*. *Psychological Review*, vol. 102, no. 1, 1995, pp. 4-27.

Fiske, Susan T. *Social Cognition: From Brains to Culture*. Sage Publications, 2017.

Tutorial Seminar:

Tutoring consultation is a regular form of online and offline consultation between the doctoral candidate and their supervisor. The purpose of the consultations is to help the doctoral candidate maintain their research schedule, report on relevant literature, apply research methods, interpret results correctly, and confidently progress on the path to writing their dissertation.

TeaTime Discussion:

TeaTime Discussions provide an opportunity for all students in the program to get to know prominent figures in Hungary's intellectual, cultural, and business life, and discuss with them current issues relevant to their subject. The meetings also offer a chance for students to expand their network of contacts.

Research Seminar:

The Research Seminar is a uniquely important part of the program where all doctoral candidates regularly have the opportunity to present and discuss their research questions, hypotheses, research methods, and the results obtained during their research work. The seminar is led by the program leader and one of the foundational course instructors. Attendance is mandatory for all students in both years of the first training cycle.