

## Course descriptions – Doctoral Program in International Politics

### DPLNA0101– Contemporary Theories of IR

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Classes per term: 12

Term: Fall semester

Recommended semester: 1. semester

**Short Description:** The course is designed to review the contemporary theories of international relations. At the doctoral level, the course only shortly addresses the classical theories, focusing instead on the modern theories that have recently or are currently defining the theoretical background of IR. The scope of the course ranges from neorealist and neoliberal shifts through postpositivist approaches to the theories of environmentalism and social physics.

#### Topics:

1. Introduction: The heritage of classical theories
2. Neorealism and neoclassical realism
3. Neoliberal perspectives
4. The English School and its heritage in the 21st century
5. Social constructivism
6. Modernization and development theories
7. Globalization
8. Contemporary neomarxism and dependency theories
9. Post-positivism in IR
10. Environmentalism
11. The network paradigm of IR
12. Theories in practice I.
13. Theories in practice II.
14. Conclusions

#### Assessment:

1. Completion of the end-term test containing detailed knowledge of the course content. (50% of the final grade)
2. Submission of a research plan detailing which theories can be applied to the student's dissertation topic and how they might help to answer the research question(s) and prove the hypothesis. (50% of the final grade)

#### Literature:

##### Introduction:

Walt, Stephen M. (1998): International Relations: One World, Many Theories. Foreign Policy, No. 110, Special Edition: Frontiers of Knowledge, pp. 29-46.

##### Neorealism and neoclassical realism:

Schörnig, Niklas (2014): Neorealism. In: Siegfried Schieder –Manuela Spindler (eds.): Theories of International Relations. Routledge, pp. 37-55.

Rose, Gideon (1998): Neoclassical Realism and Theories of Foreign Policy. World Politics, 51(1), pp. 144-172

##### Neoliberal perspectives:

Jackson, Robert – Sorensen, Georg (2013): Introduction to International Relations: Theories and Approaches. Oxford University Press, Oxford, pp. 99-131.

##### The English School and its heritage in the 21st century:

Jackson, Robert – Sorensen, Georg (2013): Introduction to International Relations: Theories and Approaches. Oxford University Press, Oxford, pp. 133-158.

##### Social constructivism:

Jackson, Robert – Sorensen, Georg (2013): Introduction to International Relations: Theories and Approaches. Oxford University Press, Oxford, pp. 208-230.

##### Modernization and development theories:

Weber, Cynthia (2009): International Relations Theory: A critical introduction. Routledge, London & New York, pp. 159-185.

##### Globalization:

Weber, Cynthia (2009): International Relations Theory: A critical introduction. Routledge, London & New York, pp. 107-127.

##### Contemporary neomarxism and dependency theories:

Weber, Cynthia (2009): International Relations Theory: A critical introduction. Routledge, London & New York, pp. 131-157.

##### Post-positivism in IR:

Jackson, Robert – Sorensen, Georg (2013): Introduction to International Relations: Theories and Approaches. Oxford University Press, Oxford, pp. 231-250.

##### Environmentalism:

Weber, Cynthia (2009): International Relations Theory: A critical introduction. Routledge, London & New York, pp. 189-216.

The network paradigm of IR:

Kacziba, Péter (2021): The network analysis of international relations: Overview of an emergent methodology. Journal of International Studies, 14(3), pp. 155-171.

Suggested literature:

- Dunne, Tim – Kurki, Milja – Smith, Steve (2013): International Relations Theories: Discipline and Diversity. Oxford University Press, Oxford.
- Griffiths, Martin – O'Callaghan, Terry (2002): International Relations: Key Concepts. Routledge, New York & London.
- Lawson, Stephanie (2019): Theories of International Relations: Contending Approaches to World Politics. Polity Press.
- Maoz, Zeev (2011): Networks of Nations: The Evolution, Structure, and Impact of International Networks, 1816-2001. Cambridge University Press, Cambridge–New York.
- Mingst, Karen – Snyder, Jack L. (2004): Essential Readings in World Politics. W.W. Norton.
- Voskressenski, Alexei D. (2017): Non-Western Theories of International Relations: Conceptualizing World Regional Studies. Palgrave Macmillan.

### DPLNA0102– The Political Economy of Inequalities

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 12

Term: Fall semester

Recommended semester: 1. semester

**Short Description:** The aim of the course is to let the students get acquainted with the current economic trends, and ideas focusing on the problem of inequalities. Our aim is to give an overview of the challenges of globalisation, the effects of the international economy, how it appears in society, what scenarios have developed so far, and how political trends and decision-makers are influenced by the problem of inequalities. Our approach can be various, we are focusing on social, economic, geographical, and historical embeddedness, while we are intended to make comparative or state versus sector-specific analyses of events, and affairs that led to inequalities. Since the complexity of the problem requires interdisciplinarity in approach, we intended to combine the different disciplines.

**Topics:**

1. Brief history of inequality - the role of state policy in shaping economic inequality  
Examines how taxation, welfare programs, labor laws, and monetary policies influence the distribution of income and wealth.
2. Globalization and Inequality, political power and wealth concentration  
Analyzes how global trade, capital flows, and multinational corporations affect inequality between and within nations.
3. Labor Markets, Technology, and Wage Inequality, Gender, Race, and Structural Inequality  
Studies how social hierarchies intersect with economic systems to reproduce inequality along gendered and racialized line, shifts in labor demand impact income disparities.
4. Inequality, Democracy, and Political Stability  
Examines how rising inequality affects democratic participation, social cohesion, and the risk of populism or authoritarianism.
5. Case studies, presentation
6. Case studies, presentation

**Literature:**

- Piketty, Thomas: A Brief History of Equality Harvard University Press, 2021
- M. Torado – S. Smith: Economic Development, Pearson 2020 pp. 116 – 164, 220 – 272
- Leung: The Causes of Economic Inequality, <https://sevenpillarsinstitute.org/causes-economic-inequality/>
- Dabla Norris et al.: Causes and Consequences of Income Inequality: A Global Perspective Era IMF, 2015

### DPLNA0103– Critical Geopolitics and Globalization

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 12

Term: Fall semester

Recommended semester: 1. semester

**Short Description:**

Geopolitics is the stage and power field where the actions of competing or cooperating powers unfold in space and time, involving actors, games, and stakes. Geopolitical analysis deals with the spatial characteristics, conflicts, struggles, or cooperation of various powers. The course interprets all of this within global international contexts using a critical approach, while also examining globalization itself and the consequences of globalism. During the course, doctoral students will delve into the main thinkers and schools of both classical and critical geopolitics in

detail. We will focus specifically on the geopolitics of the post-Cold War period, primarily analysing current geopolitical events and developments.

**Topics:**

1. Classical Views and Schools, Classical Thinkers
2. Critical Geopolitics. Geopolitics in a Globalized World
3. Popular Geopolitics and Movies: Nationalist Superheroes and Geopolitics, the Geopolitics of James Bond
4. Polar Geopolitics and the Geopolitics of Deep Oceans
5. The Geopolitics of Space and Space Exploration
6. The Rise of China and the Changing World Order
7. Geopolitics and Development. The State and Development

**Assessment:**

Doctoral students will choose a current, recently published geopolitical topic in consultation with the course leader, the subject instructor, and then write a review of that book. The review will be polished with the help of the course leader to a state suitable for submission to relevant and high-quality journals for publication.

**Literature:**

- Chapman, Bert (2011): *Geopolitics. A Guide to the Issues*. Santa Barbara, CA: Praeger.
- Grygiel, Jakub J. (2006): *Great Powers and Geopolitical Change*. Baltimore, MA: The Johns Hopkins University Press.
- Tuathail, Gearóid Ó and Simon Dalby (2002) (eds.): *Rethinking Geopolitics*. London – New York: Routledge. Taylor & Francis e-Library.
- Tuathail, Gearóid Ó, Simon Dalby and Paul Routledge (2003) (eds.): *The Geopolitics Reader*. London – New York: Routledge. Taylor & Francis e-Library.
- Tuathail, Gearóid Ó (1996): *Critical Geopolitics*. Minneapolis: University of Minnesota Press.
- Guzzini, Stefano (ed.) (2012): *The Return of Geopolitics in Europe? Social Mechanisms and Foreign Policy Identity Crises*. Cambridge: Cambridge University Press.
- Agnew, John (2023): *Hidden Geopolitics. Governance in a Globalized World*. Lanham: Rowman & Littlefield.
- Power, Marcus (2019): *Geopolitics and Development*. London – New York: Routledge.

**DPLNA0104– Research Design in IR**

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 12

Term: Fall semester

Recommended semester: 1. semester

**Short Description:** This core course offers a wide range of discussions over significant considerations about research design in International Relations. The first two sessions are dedicated several basic notions and concepts, such as hypothesis and the research plan itself. While the third and fourth sessions deals with qualitative methodologies, with a detailed discussion about field research, with all its difficulties and rewards. The fifth session looks at quantitative methods, and the final class covers some useful IR-specific research methodologies.

**Topics:**

**Session 1: From interest to hypothesis (theory, hypothesis, conceptualisation and operationalisation)**

The presentation takes stock of the first steps in social science research. From theory to hypotheses. It will also clarify the applicability and precision (operationalization) of the meaning of the concepts (conceptualization) used in research. A research hypothesis is a specification of a testable prediction about what a researcher expects as the outcome of the study. It comprises certain aspects such as the population, variables, and the relationship between the variables. It states the specific role of the position of individual elements through empirical verification. When conducting research, there are certain assumptions that are made by the researcher. According to the available information, the goal is to present the expected outcome after testing them.

**Session 2: Structure and stages of the research plan**

The research plan is the path that the researchers must walk in order to apply their study, it is a compass and the starting point that will guide the researcher to the right path in case of deviation from it, and such plan is the introduction of scientific research and an important basis for research. The importance of the research plan lies in the fact that it enables the researchers to identify and enumerate many complex issues. The session will focus on the following questions: Importance of the scientific research plan; Aspects of research plan/components of research plan; What is a Research Plan in general, and why do you need one?

**Session 3: Qualitative methods**

This session is dedicated to understanding the role of the researcher in the research, and from a qualitative perspective therefore, deal with 'interpretative research'. In qualitative research the inquirer is typically involved in a sustained and intensive experience with participants. This requires a set of strategic, ethical, and personal considerations throughout the process. From writing memos to face-to-face interviews, the visit to archival sites, the collection of documents, social media materials, together with all the required ethical issues and limitations, as well as the question of interpretation, this class will show several cases of qualitative research.

#### **Session 4: Field research methodology**

During this session we will deal with the questions connected to how to enter the field, how to approach those who the researcher will interview, how to collect data from the site etc., very basic but rather complicated issues. Preparation is key, therefore, how to get prepared to enter will be analysed in detail, via several examples from the professor's field research projects. Permissions, gatekeepers, reciprocity, promises, all of these will be discussed, as much as the most frequently cited challenges of field research.

#### **Session 5: Quantitative methods**

The class will provide an overview of relevant quantitative research methodologies, ranging from standard statistics to data mining or network science. At the end of the class, students will indicate which methodology they could use in their own research topic, and we discuss how to apply these quantitative tools.

#### **Session 6: IR-specific research methodologies (discourse analysis, geopolitical factor analysis, comparative foreign policy vs. case studies)**

The class will present alternative methodologies commonly used in IR research. We will review the frameworks of discourse analysis, geopolitical factor analysis and comparative foreign policy, all of which provide a framework for in-depth research.

**Assessment:** Doctoral students are required to read the relevant literature pieces indicated at each topic. They will be able to get their grades after the development of (1) the possible methodological frameworks for their own research topics; and (2) the brief summary of arguments why the chosen methods are the most relevant and applicable for their research project, indicating also limitations and drawbacks. The first piece needs to be around 2-3 pages (Times New Roman 12, 1.5 line space), the second no more than 1 page.

#### **Literature:**

- Babbie, Earl (2013): *The Practice of Social Research*. 13th edition, Wadsworth, Cengage Learning, pp. 69-81.
- Babbie, Earl (2013): *The Practice of Social Research*. 13<sup>th</sup> edition, Wadsworth, Cengage Learning, pp. 169-196.
- Bhattacharjee, Anol (2012): *Social Science Research: Principles, Methods, and Practices*. University of South Florida, pp. 43-45.  
[https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa\\_textbooks](https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks)
- Bhattacharjee, Anol (2012): *Social Science Research: Principles, Methods, and Practices*. University of South Florida, pp. 1-34.  
[https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa\\_textbooks](https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks)
- Grix, Jonathan (2002): Introducing Students to the Generic Terminology of Social Research. *Politics*, 22(3), pp. 175-186.  
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-9256.00173>
- Creswell, John W. – Creswell, J. David (2018): *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. London: SAGE, pp. 301-341.
- Denzin, Norman K. – Lincoln, Yvona S. (eds.) (2018): *The SAGE Handbook of Qualitative Research*. 5th ed. London: SAGE., Part V (from p. 1307)
- Leavy, Patricia (2017): *Research Design. Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: The Guildford Press, Chapter 5, pp. 124-163.
- Rossman, Gretchen B. – Rallis, Sharon F. (2017): *An Introduction to Qualitative Research. Learning in the Field*. 4<sup>th</sup> ed. London: SAGE., pp. 259-292.
- Steinert, Janina Isabel et al. (2021): A systematic review on ethical challenges of 'field' research in low-income and middle-income countries: respect, justice and beneficence for research staff? *BMJ Global Health*, 6:e005380. doi:10.1136/bmjgh-2021-005380
- Lamont, Christopher (2015): *Research Methods in International Relations*. London – Los Angeles – New Delhi: SAGE. (Section 6: Quantitative methods in International Relations).
- Curini, Luigi and Franzese, Robert (eds., 2020): *The SAGE Handbook of Research Methods in Political Science and International Relations*. London: SAGE. Relevant sections: pp. 575-1079.
- Widdowson, H. G. (2007): *Discourse Analysis*. Oxford: Oxford University Press.
- Crikemans, David (ed., 2021): *Geopolitics and International Relations: Grounding World Politics Anew*. Leiden – Boston: Brill Nijhoff. (Part 1, pp. 13-93).
- Breuning, Marijke (2007): *Foreign Policy Analysis: A Comparative Introduction*. New York: Palgrave Macmillan.

#### **DPLNA0105– Comparative Civil Society**

Credit: 15

Course type: Lecture

Requirement type: Exam

Number of classes: 12

Term: Spring semester

Recommended semester: 2. semester

**Short Description:** This course examines the concept of civil society – the arena between the state, market, and society – across different political, cultural, and historical contexts. Furthermore, provides a complex insight into the

operation of civic associations, social movements, NGOs / CSOs, and informal networks that shape political participation, democratic systems, and social shifts. By comparing civic organizations across regions, the course investigates how historical determinations, cultural traditions, and regime types influence the strength and character of civic life.

Each thematic area addresses key issues essential to understanding civil society theory, including social movements, grassroots initiatives, empowerment, capacity-building, civic engagement, and governance. The course integrates both theoretical perspectives and practical approaches. Additionally, it invites discussion on related subjects such as the role of democracy, democratic transitions, public administration, and emerging governmental responsibilities.

**Topics:**

1. Theory of civil society 1.
2. Theory of civil society 2.
3. Defining CSOs and NGOs
4. Methodology of measurement
5. Evolution and types of civil society
6. System of Civil Society Organization
7. Evolution of NGOs' role in democratic processes
8. Global civil society 1.
9. Global civil society 2.
10. Partnership and inclusion
11. Special issue: The green movement
12. Conflict and cooperation in development policies
13. Simulation game

**Assessment:** Both written and in-person performance (presentation and participation in discussions) will be assessed.

**Literature:**

- Reading assignments (compulsory bolded) and suggested reading:
- Cohen Jean L. Arato, Andrew (1994.): Civil Society and Political Theory. MIT Press, Cambridge, Massachusetts and London.
- Kákai, László (2015): Focus on NGOs. Nonprofit organization in Europe and Hungary. Pécs, University of Pécs.
- Kákai, László – Glied, Viktor (2023): Civil Society in the Crosshairs. STUDIA POLITOLOGICZNE 70 pp. 52-79.
- Keane, John – Holmes, Stephen T. – Shapiro, Ian (Eds.) (2003): Global Civil Society? Cambridge University Press.
- Meyer, Michael – Moder, Clara Maria – Neumayr, Michaela – Traxler, Nicole – Vándor, Peter (2017): Patterns in Civil Society in Central and Eastern Europe: A Synthesis of 16 Country Reports and an Expert Survey. In: Vándor, Peter – Traxler, Nicole – Millner Reinhard – Meyer, Michael (Eds.): Civil Society in Central and Eastern Europe: Challenges and Opportunities. Vienna, Erste Stiftung Studies
- Reichardt, Sven (2004): Civil Society: A Concept for Comparative Historical Research. In Anette Zimmer – Eckhard Priller (Eds): Future of Civil Society pp. 35-55
- Yaziji, Michael – Doh, Jonathan (2010): NGOs and Corporations – Conflict and Collaboration. Villanova University, Pennsylvania.

**DPLNA0106– Societies and Regimes in Transition**

Credit: 5

Course type: Lecture

Requirement type: Exam

Number of classes: 12

Term: Spring semester

Recommended semester: 2. semester

**Short Description:** This course examines the political, economic, and social dynamics of societies undergoing major transformations—from authoritarianism to democracy, from planned to market economies, and from conflict to peace. Students will explore theoretical frameworks of regime change, case studies across regions, and the roles of institutions, elites, and social movements in shaping transitions.

**Topics:**

1. Introduction to Regime and Social Transitions
2. Theories of Democratization
3. Authoritarianism and Its Varieties
4. The Collapse of Communism
5. Postcolonial legacies and neo-patrimonialism
6. Economic transition
7. Civil Society and Social Movements
8. International Dimensions of Transition

**Assessment:** Research Paper (3,000–4,000 words), Final Presentation

**Literature:**

- Acemoglu – Johnson: Power and Progress: Our Thousand-Year Struggle over Technology and Prosperity, PublicAffairs, 2024

- Appelbaum, Anne: *Twilight of Democracy: The Seductive Lure of Authoritarianism*, Vintage, 2021
- Berend, Ivan: *From the Soviet Bloc to the European Union: The Economic and Social Transformation of Central and Eastern Europe since 1973*, Cambridge University Press, 2009
- Haggard- Kaufman: *Backsliding: Democratic Regress in the Contemporary World*, Cambridge University Press 2021
- Holmes – Krastev: *The Light That Failed: Why the West Is Losing the Fight for Democracy*, Pegasus Books, 2020
- Lewitzky – Way: *Competitive Authoritarianism, Hybrid Regimes after the Cold War*, Cambridge University Press, 2010

## DPLNA0107– Governance in Theory and Practice

Credit: 5

Course type: Lecture

Requirement type: Exam

Number of classes: 12

Term: Spring semester

Recommended semester: 2. semester

**Short Description:** The course provides an overview of governance and good governance paradigms in the frame of governance studies based on the current literature and international documents. The main pillars, principles of governance will be confronted with the recent debate on the future models of governance, and will be discussed some case studies mostly from Europe. The first session is dedicated the history and notions and concepts of good governance, including the several attempts of measuring the quality of governance. The second session deals with recent challenges of governance like in the fields like democracy, governance efficiency/public policy, decentralization and crisis management. The third session will be devoted to case studies. The course has global perspective but with special focus on European cases and on the specialities of the multilevel governance context. The content and emphases of the course will adapt to the special interests of the doctoral students therefore we will discuss case studies provided by the students as a final stage.

### Topics:

#### 1. Concept of good governance and its measuring

Short description: Dual notion of government/governance, origin and history of good governance movement, various terms, understanding of principles, contents, approaches of goodness of governance, aspects of efficiency, the criticism, different models, and patterns of measurement (WGI, SGI, EQG. etc).

#### Literature (alternatives):

- Ilona Pálné Kovács: Good governance and decentralisation. (<http://hdl.handle.net/11155/1463>)
- Bevir, M. (ed) (2011): *The SAGE Handbook of Governance*. SAGE, London
- Pierre, J., Peters., B. G. (2005). *Governing Complex Societies – Trajectories and Scenarios*. Basingstoke: Palgrave McMillan.
- Pollitt, C., Bouckaert, G. (2011). *Public Management Reform. A Comparative Analysis*. New Public Management, Governance, and the Neo-Weberian State, 3rd edn. Oxford: Oxford University Press, Oxford.
- David Levi-Faur (ed) (2014): *The Oxford Handbook of Governance*. Oxford University Press 2014
- Fischer, F.-G. Miller, -M. Sidney (eds): 2007): *Public Policy Analysis. Theory, Politics, and Methods*. CRC Press. Boca Raton
- Hofstede, G. (2001): *Culture's consequences comparing values, behaviors, institutions, and organizations across nations* (2nd edition) SAGE, Thousand Oaks
- World Governance Index. Worldbank
- Sustainable Governance Index. Bertelsmann Foundation
- European Quality of Governance Index (Charron, Nicholas – Lapuente, Victor (2018) *Quality of government in EU regions: spatial and temporal patterns*. QoG Working Paper Series, 2018(1)
- ELoGE: 12 principles of good democratic governance. [www.coe.int/good-governance](http://www.coe.int/good-governance)

#### 2. Recent challenges of good governance

Short description: Global trends of governance, multi-level governance, Europeanization, democratic backsliding, decentralization, neo-Weberian trends, New-Public Management in public services, consequences of pandemic, crisis management,

#### Literature:

- Putnam, R (ed): (2002): *Democracies in Flux. the Evolution of Social Capital in Contemporary Society*. Oxford University Press.
- Mechkova, Lüthmann, Lindberg (2017): *Democratic Backsliding?* *Journal of Democracy* 28/ 4
- Asia Democracy Research Network (2021): *Pandemic crisis and democratic governance in Asia. Country cases*. ISBN (electronic) 97901106617-250-2 95300
- Bauer, M.-B.G. Peters, -J. Pierre, K. Yesilkagit, S. Becker (eds.) (2021): *Democratic Backsliding and Public Administration. How populists in government transform State bureaucracies*. Cambridge University Press
- Dreschler, W. 2009: *Towards a Neo-Weberian European Union?* *Lisbon Agenda and Public Administration = Halduskultuur* 10.pp. 6–22

- Crouch, C 2004: Post-democracy. Cambridge, Polity Press

### 3. Hungarian case study

Short description: European success stories, Hungary as a case of learning and declining, recent EU governance challenges, discussion of case studies connected to the interests of the doctoral students

#### Literature:

- Ágh, A. (2017): Cohesive Europe or core -periphery divide in the EU28. *Journal of Comparative Politics* 10/01
- Matlak, M.-F. Schimmelfenig- T. Wozniakowsky (eds) (2018): *Europeanization revisited: Central and Eastern Europe in the European Union*. European University Institute

**Assessment:** Doctoral students are required to contribute to more topics to be discussed in general with brief written case studies, opinions based on their own knowledge and experience following the first and the second sessions. They have opportunities to focus on their own interests in the written contributions but using several aspects of good governance to be discussed. The final assignment is an essay on relevant topic agreed with the teacher in advance.

### DPLNA0108– Dissertation Consultation 1

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 2. semester

#### **Short Description:**

During the semester, the students participate in regular in-person consultations with their supervisor. The first time, they will jointly agree on the semester's goals, expectations, and tasks to be completed. The subsequent meetings will serve to discuss the progress of the research, clarify any questions that arise, and provide ongoing professional support for the dissertation work.

#### **Assessment:**

A written and signed document by the thesis supervisor regarding regular consultations.

### DPLNA0109– Research Project at the Department or Individual

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 12

Term: Spring semester

Recommended semester: 2. semester

**Short Description:** This course provides doctoral students with the opportunity to develop and conduct an independent or departmental research project under academic supervision. It focuses on the practical application of research design, methodological implementation, data collection, and preliminary analysis. The course aims to strengthen research autonomy, critical reflection, and the ability to integrate theory with empirical work. The department regularly coordinates and organizes research projects, and students will be invited to join those.

#### **Topics:**

1. Designing and refining a research proposal
2. Data collection and methodological implementation
3. Ethical research practices and data management
4. Analysis and interpretation of findings
5. Presentation of preliminary results and peer feedback
6. Reflecting on challenges in fieldwork and research design

**Assessment:** Assessment is based on active participation, progress reports, and a final written certificate by the instructor.

#### **Literature:**

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.

### DPLNA0110– Old Themes, New Challenges in Political Theory

Credit: 5

Course type: Lecture

Requirement type: Exam

Number of classes: 12

Term: Fall semester

Recommended semester: 3. semester

**Short Description:** This core course offers a wide range of discussions over basic concepts and conceptions of political theory, such as the state of democracy across the Globe, political realism applied to IR., clash of liberalism and illiberalism, Europe torn apart between real wars and dreams of eternal peace, the meaning of populism, and lastly the prospects of democracy in the Digital Age. All these themes will be dealt with in separate sessions.

**Topics:**

**1. Ideas and Practices of Democracy**

The ancient Greek roots of the term “democracy”, “demos” (people) and “kratos” (rule) already presents two difficulties when we attempt to define “the rule of the people”. Who the people are and what kind of rule we are talking about (“rule by the people” or authoritarian rule “for the people”)? Different conceptions of democracy have tried to solve the inherent difficulties. We will follow some solutions of these dilemmas which have produced theories intended to develop a sound conception of democracy, e.g liberal democracy.

Material:

- What is Democracy? [https://www.youtube.com/watch?v=\\_GPvZZOZkR0](https://www.youtube.com/watch?v=_GPvZZOZkR0)
- Why Socrates Hated Democracy? <https://www.youtube.com/watch?v=fLJBzhcSWTk>
- Economist Intelligence Unit (EIU): Democracy Index 2022
- Crick, Bernard (2002): Democracy – A Very Short Introduction, Oxford, Oxford University Press

**2. The roots of political realism**

What are the roots of political realism, term which is so widely employed in IR? The so called “Melian dialogue” in Thukydides’s narrative of the Peloponnesian War might be summed up in the following sentence: “If the Gods have given me power, I will offend Gods if I deny using it.” This might be accounted for the basic sentence of political realism. We will explain this drive for domination.

Literature:

- John Mearsheimer: The False Promise of Liberal Hegemony [2nd Lecture Yale] <https://www.youtube.com/watch?v=ESwIVY2oiml>
- Thukydides: The History of the Peloponnesian War, Ch. XVII. Sixteenth Year of the War—The Melian Conference—Fate of Melos
- The Project Gutenberg eBook of The History of the Peloponnesian War, by Thucydides (<https://www.gutenberg.org/files/7142/7142-h/7142-h.htm>)
- Niccoló Machiavelli, The Prince, Ch.8. Concerning Those Who Have Obtained a Principality by Wickedness [on Agathocles] <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm#chap08>
- Allison Graham T. (2017): Destined for War - Can America and China Escape Thucydides’s Trap? Boston - New York, Houghton Mifflin Harcourt.
- Hanania, Richard. “Graham Allison and the Thucydides Trap Myth.” Strategic Studies Quarterly 15, no. 4 (2021): 13–24. <https://www.jstor.org/stable/48638049>.

**3. Two contrasting definitions of democracy: liberal and illiberal**

Carl Schmitt, a leading legal scholar, and political philosopher joined the Nazi party in 1933, Germany, the year of coming to power of Adolf Hitler. He developed the “sheet music” of illiberal thought, still characteristic for today’s world. We will examine closely his theory. Also, we will touch upon the immediate lessons drawn by Germany after the defeat in WWII which resulted in a definition and practice of “Verfassungspatriotismus” (constitutional patriotism).

Literature:

- Carl Schmitt, The Führer Protects the Law. <https://arplan.org/2019/06/15/schmitt-fuhrer-law/>
- Müller, Jan-Werner (2007): Constitutional Patriotism. Princeton, New Jersey, Princeton University Press
- John Mearsheimer: Why Liberal Democracy is Over! [https://www.youtube.com/watch?v=\\_ftquHoNc6A](https://www.youtube.com/watch?v=_ftquHoNc6A)

**4. Authority and the mechanism of populism**

According to the standard definition, populism is a “thin-centered ideology” which involves an appeal to “pure people” in contrast with a “corrupt elite”. We will challenge this definition on many grounds. A more sophisticated approach will be presented as the Professor’s own theory: the mechanism of authoritarian populism.

Literature:

- Cas Mudde Explains Populism <https://www.youtube.com/watch?v=CHbnKcJhjHA>
- Mudde, Cas, and Cristóbal Rovira Kaltwasser (2017): Populism: A very short introduction. Oxford, Oxford University Press.
- Moffitt, Benjamin (2020): Populism. Cambridge, Polity Press.
- Bretter, Zoltán (2022): Comparative populism: Romania and Hungary. Eastern Journal of European Studies. Vol. 13 No. Special Issue. 183–206. pp.

**5. The realism of war and the dream of eternal peace: European paradigm**

We will explore the history of the idea of Europe within a welter of political, social and cultural processes and, in so doing, inevitably raise questions that cross the boundaries of history, culture and politics. Our main idea is that Europe always has been the place of bloody wars and plans for “eternal peace”. The dialectic of war and peace might be called “the European Paradigm”.

Literature:

- Wilson, Peter H. (2009): The Thirty Years War: Europe’s Tragedy. Belknap Press of Harvard University Press.

- Szűcs Jenő (2022): "The Three Historical Regions of Europe", In The Historical Construction of National Consciousness, eds. Gábor Klaniczay, Balázs Trencsényi, and Gábor Gyáni Budapest-Vienna-New York, CEU Press. pp. 231-299
- Pim den Boer - Peter Bugge - Ole Waver (1995): The History of the Idea of Europe, eds. Kevin Wilson and Jan van der Dussen, London-New York, The Open University.

#### 6. Democracy and Dictatorship in the Digital Age

During this session we will engage in prophecy. AI, fake news, digital surveillance, social media and information bubbles, microtargeting in political communication are shaping our future, but we have only a vague idea in which ways? We will try to assess theoretically the rapid changes being characteristic for our everyday life. It will be the task of the students to write a short science fiction essay, based on research literature (below, plus others) and own experiences.

Research literature:

- Digital dictatorship: <https://www.accessnow.org/digital-dictatorship-and-resistance-in-eastern-europe-and-central-asia/>
- Guriev, Sergei, and Treisman Daniel (2022): Spin Dictators: The Changing Face of Tyranny in the 21st Century. Princeton, Princeton University Press.
- Digital democracy: A systematic literature review: <https://www.frontiersin.org/articles/10.3389/fpos.2023.972802/full>
- Dijk, Jan van: Ch.5. "Politics and Power" (2009): In The Network Society - Social Aspects of New Media, London, Sage Publications. pp. 95-127.
- Dijk, Jan van – Hacker, Kenneth L. (2018): Ch.6. „From Arab Spring to Winter - Democracy In Islamic and Authoritarian States, Internet and Democracy in the Network Society, New York, Routledge, Taylor and Francis Group.
- Dijk, Jan van – Hacker, Kenneth L. (2018): Ch.7., „Making Sense of China and Digital Democracy" In Internet and Democracy in the Network Society, New York, Routledge, Taylor and Francis Group.

**Assessment:** Doctoral students are required to come to each session after having read/watched relevant literature pieces or short videos. Students will be required to submit short reflexion papers (2 pages: Times New Roman 12, 1.5 line spacing) following the in-class discussions, during which we will raise intriguing questions. They will be able to get their grades according to the submitted reflexion papers. Papers will be uploaded on Moodle.

### DPLNA0111– Contemporary International Law

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 12

Term: Fall semester

Recommended semester: 3. semester

**Short Description:** The course intends to introduce student to the basic institutions of public international law (PIL) and their practical implication. Thus every theoretical lecture will be complemented with practice analysis (international case law) and a discussion on a case study. The course is designed to reach two main goals: 1) allowing students to gather theoretical knowledge on PIL; and 2) helping students to see practical applications of the rules of PIL. The course will be a mix of lectures (50%), case studies (30%) and individual problems solving and group discussions (20%).

#### Topics:

1. Nature of public international law, subjects and sources of PIL (general rules)
2. Case studies: Bernadotte case (ICJ, 1949); Lotus case (PCIJ, 1927), Fisheries case (ICJ, 1951)
3. Case studies:
4. Law of treaties
5. Case studies: Reservations to the convention on the prevention and punishment of the crime of genocide (ICJ, 1951)
6. Responsibility of States and Law of Diplomatic and consular relations
7. Case studies: Hostages case (ICJ, 1981); LaGrand case (ICJ, 2001); Jadhav case (ICJ, 2019)
8. Environmental law and law of watercourses
9. Case studies: Bős-Nagymaros case (ICJ, 1997)
10. Human rights law
11. Case studies: Lawless v. Ireland (ECtHR, 1960); Rekvényi v. Hungary (ECtHR, 1990); Gambia vs. Myanmar (ICJ, pending case)

#### Assessment:

Assessment will be based on two components:

- 1) Written exam on PIL rules
- 2) Participation in the discussion (active participation in the classes) and the solution of a case study (individual assignment)

#### Literature:

Shaw, M. (2017). International Law (8th ed.). Cambridge: Cambridge University Press.  
doi:10.1017/9781316979815

Judgements of the relevant cases covered during the semester – list will be provided class by class. All judgements are available online.

### DPLNA0112– Cases of Development Policy Across the Globe

Credit: 5

Course type: Lecture

Requirement type: Exam

Number of classes: 12

Term: Fall semester

Recommended semester: 3. semester

#### Short Description:

The course looks into the two-way relationship between international politics and international economics. It will discuss political economy and the changing global order with a focus on countries of the Global South, in particular, different cases of development policy in different countries and macro regions. Special attention will be devoted to the new dynamics of the semi-periphery, therefore, Afro-Asian relations and other South-South interactions will get highlighted.

Origins and theories of development, as well as the role of the state, together with policies in a post-development sense will be critically discussed.

#### Topics:

1. Globalisation and development
2. The idea of development
3. Theories of development
4. The geography of development
5. Measuring development
6. Critical modernism and development
7. The resource curse
8. Aid and development
9. The rise of the South
10. The future of development

#### Assessment:

To write a Policy Brief about one of the developmental states and its national development plan/strategy.

*A policy brief presents a concise summary of information that can help readers understand, and likely make decisions about, government policies. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or go even further and argue for particular courses of action.* (UNC The Writing Center)

Length: 10 pages + bibliography/referred works

#### Literature:

- Carmody, P. (2019): *Development Theory and Practice in a Changing World*. London – New York: Routledge.
- Peet, R. & Hartwick, E. (2009): *Theories of Development. Contentions, Arguments, Alternatives*. New York – London: The Guilford Press.
- Power, Marcus (2019): *Geopolitics and Development*. London – New York: Routledge.
- Tarrósy, István (2011): New South-South Dynamics and the Effects on Africa. In: Tarrósy, István – Szabó, Loránd – Hyden, Goran (eds): *The African State in a Changing Global Context. Breakdowns and Transformations*. Münster: LIT Verlag. pp. 17-32. (download from here: [https://www.academia.edu/470157/The\\_African\\_State\\_in\\_a\\_Changing\\_Global\\_Context\\_Breakdowns\\_and\\_Transformations](https://www.academia.edu/470157/The_African_State_in_a_Changing_Global_Context_Breakdowns_and_Transformations))
- Tarrósy, István – Vörös, Zoltán (2019): Hungary's Pragmatic Foreign Policy in a Post-American World. *Politics in Central Europe*. Vol. 16, No. 1S, pp. 113-134. (download from: [http://real.mtak.hu/105850/1/PolinCE\\_Tarrosy-Voros\\_113-134\\_2020.pdf](http://real.mtak.hu/105850/1/PolinCE_Tarrosy-Voros_113-134_2020.pdf))
- How to write a policy brief? See, for instance: <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>
- Examples for policy brief, for instance: <https://www.un.org/en/desa/unen/policy-briefs>
- National Five-Year Development Plan of Tanzania (current), for example: <https://www.mof.go.tz/uploads/documents/en-1636177646-The%20Third%20National%20Five%20Years%20Development%20Plan%20202126%20Final.pdf>

### DPLNA0113– Literature Review

Credit: 5

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 12

Term: Fall semester

Recommended semester: 3. semester

**Short Description:** This doctoral-level workshop guides students through the process of designing, conducting, and writing a scholarly literature review. Emphasis is placed on developing critical reading and synthesis skills,

identifying theoretical frameworks, mapping research gaps, and positioning one's own work within existing scholarship. The course blends conceptual discussions with hands-on activities and peer feedback.

**Topics:**

1. Purpose and structure of a literature review
2. Searching and managing academic sources
3. Thematic and theoretical synthesis
4. Citation management and research ethics
5. Writing strategies and academic style
6. Developing conceptual frameworks and identifying research gaps

**Assessment:** Assessment is based on active participation, submission of annotated bibliographies, and a final written literature review (4,000–5,000 words) demonstrating conceptual synthesis and methodological rigor.

**Literature:**

- Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. SAGE.
- Ridley, D. (2020). *The Literature Review: A Step-by-Step Guide for Students*. SAGE.
- Machi, L. A., & McEvoy, B. T. (2022). *The Literature Review: Six Steps to Success*. Corwin.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J. & FitzGerald, W. T. (2016). *The Craft of Research*. University of Chicago Press.

**DPLNA0114– Teaching Project/Department Scientific Activity Project at the Department**

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 3. semester

**Short Description:**

During their studies, either teaching certain classes in an existing course at the department, or a course related to the student's research topic, or participating in research activity that is not recognized as a research work course. The program cannot guarantee the possibility of holding an individual course, so it can also be completed at other educational institutions, in all cases with certification of completion. In any of these cases, preliminary discussion and agreement is necessary with the supervisor/s and the doctoral program director.

**Assessment:** Certifying body: the doctoral program's professional/scientific committee

**DPLNA0115– Journal Club Debate**

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 12

Term: Spring semester

Recommended semester: 4. semester

**Short Description:**

The course intends to present some fresh perspectives on international politics and the changing world order. It will apply an interdisciplinary approach operating with a number of theories of International Relations, Political Science and Social Geography, but also presenting field research experience from sociological and anthropological perspectives. During the module we will learn and use the "journal club method" and thus, discuss already published journal articles about the doctoral students' research topics. We will improve our skills to be able to differentiate, as Bhattacharya (2017) put it, "a genuine recent advance from a clever but outright harmful rediscovery of the wheel which has been long discarded". We will look at how to formulate research questions, describe the methods, present the results and the conclusions of the given research. We will better understand how to present our research. At the same time, with the help of some invited journal editors and reviewers, we will learn about the entire editing process, with an emphasis on peer review, and therefore, on how to assess a manuscript.

**Topics:**

1. Debate methods
2. Quality journals and articles
3. Structure and rigor
4. Peer review and critical academic debate

**Assessment:**

Students (individually) will present a quality journal article about their research topic (selected previously with the course instructor), which all others will have read. An in-class debate will follow.

**Literature:** Selected journal articles connected with student research topics right at the beginning of the course.

**DPLNA0116– International Public Policy Studies**

Credit: 5

Course type: Seminar

Requirement type: Practical grade  
Number of classes: 12  
Term: Spring semester  
Recommended semester: 4. semester

**Short Description:** The purpose of the course is to provide a practical introduction to policy analysis. Our starting point is Eugen Bardach's detailed framework for eight-step policy analysis. In addition to the classical methodology, our goal is to familiarize students with the conceptual framework of narrative policy.

**Topics:**

Step One: Define the Problem  
Step Two: Assemble Some Evidence  
Step Three: Construct the Alternatives  
Step Four: Select the Criteria  
Step Five: Project the Outcomes  
Step Six: Confront the Trade-Offs  
Step Seven: Decide!  
Step Eight: Tell Your Story

**Assessment:** Since it is a practice-oriented course, students must be able to apply the learned methods to a chosen topic. They are required to prepare a 30-minute presentation on their application of the technique, which will be discussed in 20 minutes with their colleagues and the instructor. The presentation must closely follow the methodology and must also demonstrate the student's debating skills.

**Literature:**

- Eugene Bardach, A Practical Guide for Policy Analysis - The Eightfold Path to More Effective Problem Solving (Fourth Edition), Sage, 2012.
- Deborah Stone, Policy Paradox: The Art of Political Decision Making, W.W. Norton, 2012
- Carl V. Patton, David S. Sawicki, Jennifer J. Clark, Basic Methods of Policy Analysis and Planning (Third Edition), Parson, 2013.
- M Muskat (JR), "Understanding the prisoner's Dilemma and its public policy implications", Politikon: South African Journal of Political Studies. 5:2, 142-149, DOI: 10.1080/0258934780870473

#### **DPLNA0117– Publication 3 – in Peer-reviewed Journal or Edited Volume**

Credit: 10  
Course type: Academic workshop  
Requirement type: Practical grade  
Number of classes: 0  
Term: Spring semester  
Recommended semester: 4. semester

**Short Description:** Students are required to publish a paper in a peer-reviewed journal or edited volume. It must be published in reputable, peer-reviewed journals or volumes. We draw students' attention to the quality journals of the University of Pécs, in particular, that of the department, i.e. Polarities / Pólusok and the Hungarian Journal of African Studies / Afrika Tanulmányok. Consultation is required by the supervisor/s and the programme director in advance.

**Assessment:** For published studies: MTMT reference or the link where the publication is available. For a study currently under review: signed and stamped acceptance letter from the journal or publisher.

#### **DPLNA0118– Comparative Security Policy**

Credit: 5  
Course type: Lecture  
Requirement type: Exam  
Number of classes: 12  
Term: Spring semester  
Recommended semester: 4. semester

**Topics:**

**Session 1: Global and Regional Security in Uncertain Times**

Short description: The initial session will present an overview of security from both a global and regional perspective. Aside from the theoretical foundation, a crucial element will be comprehending the evolving global power structure and the present uncertainties that are driving an increasing number of confrontations or perilous situations towards armed conflicts.

**Literature:**

- Brooks, S. G. – Wohlforth, W. C. (2023) 'The Myth of Multipolarity. American Power's Staying Power', Foreign Affairs, 18 April [online]. Available at: <https://www.foreignaffairs.com/united-states/china-multipolarity-myth>
- Buzan, B. – Wæver, O. (2003) Regions and Powers. The Structure of International Security. Cambridge, Cambridge University Press. Available at: <https://ir101.co.uk/wp-content/uploads/2018/11/Buzan-Waever-2003-Regions-and-Powers-The-Structure-of-International-Security.pdf> Chapters: Part I.
- Krauthammer, C. (1990) The Unipolar Moment. Foreign Affairs, 70(1), 23–33. Available at: [jstor.org](https://www.jstor.org)

- Williams, P. D. (2008) *Security Studies – An Introduction*. London – New York, Routledge. Available at: [https://www.accord.edu.so/course/material/security-studies-328/pdf\\_content](https://www.accord.edu.so/course/material/security-studies-328/pdf_content) Chapters: 1; 10.

### **Session 2: Conflicts and Security in Asia**

Short description: The upcoming session will center on Asia, employing a seminar-style methodology. Asia, the largest continent, is becoming increasingly prominent globally. However, it still faces numerous conflict zones, wars, and disputes. In addition to the increasing regional and global interests, regional conflicts are still largely influenced by power struggles between major nations. The possession of nuclear weapons serves as a clear example of this.

#### **Literature:**

- Abdulkader, M. (2023) The forgotten war: Yemen and human security. *Journal of Global Faultlines*, 10(1), 43–57. Available at: [jstor.org](https://www.jstor.org)
- Buzan, B. – Wæver, O. (2003) *Regions and Powers. The Structure of International Security*. Cambridge, Cambridge University Press. Available at: <https://ir101.co.uk/wp-content/uploads/2018/11/Buzan-Waever-2003-Regions-and-Powers-The-Structure-of-International-Security.pdf> Chapters: Part II.; Part III, Chapter 7.

### **Session 3-4: Problems of Security in Africa**

Short description: The sessions look at security in a complex and holistic way, extending its traditional notion towards human security, which will also be discussed in a critical manner, nothing taken for granted. Numerous aspects and instances of security posing questions and problems across the African continent will be analyzed. Session 3 will deal with Africa's new and emerging security challenges, including narcotics trade, trafficking, cyber crimes, together with radical groups, terrorist groups, VEOs and their activities. Session 4 will analyze armed conflicts, regional and continent-wide programs and mechanisms, including the AU African Peace and Security Architecture, as well as African capacities, commitments, and frameworks.

#### **Literature:**

- Diskaya, Ali (2013): Towards a Critical Securitization Theory: The Copenhagen and Aberystwyth Schools of Security Studies. Download from: <https://www.e-ir.info/pdf/32981>
- Marsai, Viktor – Tarrósy, István (2022): The Potential for Violent Extremist Organizations in Africa to Take Advantage of the COVID-19 Pandemic Crisis in Ungoverned Spaces: The Cases of al-Shabaab and Boko Haram, *African Security*, Vol. 15, No. 2, pp. 163-185, DOI: 10.1080/19392206.2022.2077682
- Gebrewold, Belachew (2010): The Cynicism of "African Solutions for African Problems". *African Security*, Vol. 3, No. 2, pp. 80-103.
- Harmon, Stephen (2015): Securitization Initiatives in the Sahara-Sahel Region in the Twenty-first Century. *African Security*, Vol. 8, No. 4, pp. 227-248.

### **Session 5-6: Comparative Analysis of Latin American Security Policies**

Short description: The security environment in Latin America is not as tranquil as it is often depicted to be. Moreover, it is an area that has one of the highest rates of military interstate conflicts worldwide, transnational concerns like organized crime coexist with interstate ones like border disputes and political disagreements. Because there have been various descriptive works about these dynamics, scholars frequently have good knowledge about them. International security policies (ISP) in the region are still not well understood, despite the fact that a theory of this kind can be useful for more than only comprehending the past and planning for the future. The goal of this lesson is to develop such a theory by responding to the question: What explains the varying ISP adopted by Latin American states?

#### **Literature:**

- Marcella, G. (2013). The transformation of security in Latin America: a cause for common action. In: *Journal of International Affairs* Vol. 66, no. 2, The Rise of Latin America (spring/summer 2013) ISSN 0022197X, pp. 67-82
- Leonardo de Carvalho, T. (2022): International security policies in Latin America: a new framework for analysis. Universidade Federal de Minas Gerais, Faculdade de Filosofia e Ciências Humanas Programa de Pós-graduação em Ciência Política. Doctoral thesis. Link: <https://anpocs.org.br/wp-content/uploads/2023/07/28CPD.pdf>, pp. 28-76

### **DPLNA0119– Book Review**

Credit: 5

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 12

Term: Spring semester

Recommended semester: 4. semester

**Short Description:** This doctoral workshop trains students in the art and practice of academic book reviewing. It focuses on how to critically engage with scholarly monographs, evaluate arguments, situate works within broader theoretical debates, and communicate assessments clearly and persuasively. Students will produce professional-quality reviews suitable for publication in academic journals.

#### **Topics:**

1. Purpose and conventions of academic book reviews
2. Analytical reading and argument reconstruction
3. Assessing theoretical and methodological contributions
4. Comparative reviewing and positioning within scholarly debates

5. Writing style, tone, and audience in reviews
6. Ethics of critique and professional reviewing practices

**Assessment:** Evaluation is based on participation, one short diagnostic review (1,000 words), and a final polished review (2,000–2,500 words) of a recent academic monograph in the student's field, demonstrating depth, balance, and scholarly engagement. This piece (or any other book review) should be published in a journal, therefore, it is required that it is sent to a suitable outlet with the help of the supervisor and/or program director.

**Literature:**

- Germano, W. (2016). *From Dissertation to Book*. University of Chicago Press.
- Sword, H. (2012). *Stylish Academic Writing*. Harvard University Press.
- Belcher, W. L. (2019). *Writing Your Journal Article in Twelve Weeks*. University of Chicago Press.

#### DPLNA0201– Dissertation Consultation 2

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 5. semester

**Short Description:** During the semester, the student participates in regular in-person consultations with their supervisor. After the first time when they jointly agreed on the semester's goals, expectations, and tasks to be completed, this subsequent semester with all its meetings will serve to discuss the progress of the research, clarify any questions that arise, and provide continuous professional support for the dissertation work.

**Assessment:** A written and signed document by the thesis supervisor regarding regular consultations.

#### DPLNA0202– Conference Paper

Credit: 5

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 5. semester

**Short Description:**

A signed and sealed certificate from the conference organizer or the program must be attached for the presentation given. Efforts should be made to participate in international conferences and to present on a topic related to the dissertation's subject/research scope/topic.

#### DPLNA0203– Paper Presentation at Summer School/Participation at Debate Academy

Credit: 5

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 5. semester

**Short Description:** A signed and sealed certificate from the event's organizer or the program must be attached for the presentation given. Efforts should be made to participate in summer schools and/or debate academies which can enhance the doctoral students' skills and knowledge to conduct research and write their dissertations.

#### DPLNA0204– Contribution to Conference/Outreach Project

Credit: 5

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 5. semester

**Short Description:** Doctoral students participate in organizing/contributing to the organization of a conference, preferably, at the department, or an outreach project, which is done in collaboration with any relevant actor from the regional ecosystem of the University of Pécs. With this, the dissemination of science is strengthened, and skills and methods to be able to carry it out can be mastered.

**Assessment:** A signed and sealed document by the supervisor and/or organizer of the actual event/program is required.

### DPLNA0205– Area Studies Research and Methods

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 5. semester

#### Short Description:

As the Leiden Institute for Area Studies (LIAS) explains, area studies is an approach to knowledge that starts from the study of places in the human world from antiquity to the present, through the relevant source languages, with central regard for issues of positionality. It is a dynamic synthesis of area expertise and disciplines in the humanities and social science, relying on sensitivity to and critical reflection on the situatedness of scholarship, and foregrounding the areas studied as not just sources of data, but also sources of theory and method that challenge disciplinary claims to universality. It should be inherently interdisciplinary, by testing the boundaries of the disciplines; and actively but carefully comparative, by treating the why, how, and what of comparison as anything but self-evident. This vision draws on both tradition and innovation in scholarship. It is informed by the history of the field, and its ongoing development in a postcolonial, multi-polar, globalizing world.” In this vein, this course deals with a deeper understanding of such interdisciplinary scholarship by looking at different cases from different spaces around the world. It is an advanced doctoral workshop aiming at deepening students’ methodological and theoretical engagement with Area Studies research. It emphasizes interdisciplinary approaches, fieldwork design, comparative frameworks, and the integration of local knowledge systems into global academic discourse. The course supports PhD candidates in refining their regional expertise and applying rigorous, context-sensitive research methods to their dissertation projects.

#### Topics:

1. Theoretical foundations of Area Studies and regional epistemologies
2. Comparative and transregional research design
3. Fieldwork methods and ethics in diverse cultural settings
4. Integrating qualitative, quantitative, and mixed methods
5. Interdisciplinarity and decolonial perspectives in Area Studies
6. Data interpretation, contextualization, and knowledge translation

**Assessment:** Assessment is based on submission of a methodological paper (5,000–6,000 words) or dissertation chapter that demonstrates coherent application of Area Studies methods, critical reflection on positionality, and methodological innovation within the student’s regional focus.

#### Literature:

- Cloke, P., Crang, P., & Goodwin, M. (2014). *Introducing Human Geographies*. Routledge.
- Hettne, B. (2009). *Thinking about Development: Development Studies and Beyond*. Zed Books.
- De Sousa Santos, B. (2018). *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South*. Duke University Press.
- Cambridge Core OA journals in Area Studies: <https://www.cambridge.org/core/browse-subjects/area-studies/open-access-options-in-area-studies>

### DPLNA0206– Dissertation Consultation 3

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 6. semester

**Short Description:** As a follow-up to Dissertation Consultation 2, the students participate in regular in-person consultations with their supervisor. This subsequent semester with all its meetings will serve to discuss the progress of the research, clarify any questions that arise, and provide continuous professional support for the dissertation work.

**Assessment:** A written and signed document by the thesis supervisor regarding regular consultations.

### DPLNA0207– Dissertation Chapter

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 6. semester

**Short Description:** Submitting the chapter from the dissertation to the supervisor, preferably with content that provides an overview of the entire work.

**Assessment:** Certifier: Thesis supervisor

#### DPLNA0208– Publication 2 – in Peer-reviewed Journal (MTA A-C) or Edited Volume

Credit: 15

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 6. semester

**Short Description:** Students are required to publish a paper in a peer-reviewed journal accredited by the Hungarian Academy of Sciences (MTA), categories A, B or C; or edited volume. We draw students' attention to the quality journals of the University of Pécs, in particular, that of the department, i.e. Polarities / Pólusok and the Hungarian Journal of African Studies / Afrika Tanulmányok, both MTA category B in Political Science. Consultation is required by the supervisor/s and the programme director in advance.

**Assessment:** For published studies: MTMT reference or the link where the publication is available. For a study currently under review: signed and stamped acceptance letter from the journal or publisher.

#### DPLNA0209– Presentation about the Doctoral Research 1

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 6. semester

**Short Description:** Doctoral students are required to deliver a 20-minute-long presentation (preferably PPT or Prezi) about their research with a focus on:

- what they have done/achieved since the complex exam and progress report at the end of the 4th semester in terms of the planned work, i.e. publications, conferences, etc. (briefly)
- clearly present their research questions, hypotheses and research methodology
- talk about the theoretical framework and summary of literature review
- show at least one chapter of the dissertation, which then needs to be submitted by the end of the academic year/exam period
- detail the next steps for the last year and about the writing of the dissertation
- mention if items are missing from their academic schedule, i.e. courses, credits

**Assessment:** Professional and formal quality of the presentation (60%), Active participation and reflection (20%), Written summary (20%)

#### DPLNA0210– Dissertation Consultation 4

Credit: 5

Course type: Seminar

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 7. semester

**Short Description:** As a follow-up to Dissertation Consultation 3, the students continue to participate in regular in-person consultations with their supervisor. This subsequent semester with all its meetings will serve to discuss the progress of the research, clarify any questions that arise, and provide continuous professional support for the dissertation work.

**Assessment:** A written and signed document by the thesis supervisor regarding regular consultations.

#### DPLNA0211– Publication 1 – in Peer-reviewed Journal (Qx) or Edited Volume

Credit: 15

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 7. semester

**Short Description:** Students are required to publish a paper in a Q1-4 ranked peer-reviewed journal; or edited volume. Consultation is required by the supervisor/s and the programme director in advance.

**Assessment:** For published studies: MTMT reference or the link where the publication is available. For a study currently under review: signed and stamped acceptance letter from the journal or publisher.

#### DPLNA0212– Presentation about the Doctoral Research 2

Credit: 10

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Fall semester

Recommended semester: 7. semester

**Short Description:** The aim of this course is to further develop students' scientific communication and presentation skills, with a particular focus on presenting their own research topics. Students can learn in practice how to clearly, professionally, and structurally present the main elements of doctoral research – the research problem, questions, methodology, theoretical background, and expected results – to various professional audiences. This is the next step after Presentation 1 to be able to show progress and get feedback about the doctoral work.

**Assessment:** Professional and formal quality of the presentation (60%), Active participation and reflection (20%), Written summary (20%)

#### **DPLNA0213– Internal Debate about the Dissertation**

Credit: 20

Course type: Academic workshop

Requirement type: Practical grade

Number of classes: 0

Term: Spring semester

Recommended semester: 8. semester

**Short Description:** To complete this Internal Debate in the curriculum, 70% of the dissertation must be submitted during the exam period of the 7th semester, which will be reviewed by the supervisor. The completed sections must include the introduction of the thesis, which should contain the exact purpose of the thesis, the research questions and the formulated theses, together with the methods used, as well as the theoretical background and literature review. In addition to the supervisor, an external reviewer also assesses the completed chapters.

**Assessment:** The opinions and completed chapters will be discussed in a presentation, which the program leader may waive in justified cases.