

## **PhD Programme**

**Compulsory courses  
offered in the spring semester**

## **COURSE DESCRIPTION**

### **1. Title: SOCIAL AND LEGAL RESEARCH**

### **2. Course type: lecture és workshop**

### **3. Credit: 5**

### **4. Responsible for course: Prof. Dr. Karsai Krisztina**

### **5. Lecturer(s): Prof. Dr. Karsai Krisztina, Dr. Kovács Péter, Dr. Merkovity Norbert**

#### **I. MAIN OBJECTIVES OF THE COURSE:**

Social sciences are researching human behaviour. However, humans' behaviours, attitudes, and narratives are various and complex, still, they are able to build working systems like state, government, economy etc. A component researcher on the field of social science will have critical view of contemporary society and related issues (e.g. political system, economic system, legal system, etc.) that are based on social theory and research methodology. Researchers need critical understanding of different scholarship, as well as, inter- and multidisciplinary foundation. Research methods and styles could help to overcome this challenge. Research on the field of social sciences are not only about theoretical and methodological issues, it also have ethical aspects relating to the rights and well-being of all parties involved in the research. Specific legal research – as part of the social sciences – aims to achieve new findings on the legal system, structure of legal order and on the reality of law

#### **II. METHODOLOGY**

##### **Lecturing and workshops methods**

**Course grading:** evaluation based on submitted research plans

#### **III. CONTENT OF THE COURSE**

Social and political research methods  
Methods of empirical and doctrinal legal research  
Research question, hypotheses  
Databases for/of scientific research; H-Index; DOI  
Abstract, citing (how to), thematic analysis  
Quantitative and qualitative research methods (interview as the most common qualitative research method)  
Ethical considerations in social and legal research  
Role of quantitative methods in the social sciences  
Data types, determination of the quality of the data  
Methodology of inductive statistics  
Characteristics of social indicators – measurability of objective and subjective indicators  
Utilisation of statistical databases in empirical research

#### **IV. COMPETENCES**

##### **IV/1: Knowledge**

**Understanding the Basics of Research Methodology:** Students will understand the fundamental concepts of social science research, including the principles of research structure and methodology. They will acquire knowledge of the similarities and differences between methodological approaches in social sciences and legal studies.

**Theoretical Foundations of Research:** Students will comprehend the theoretical foundations of research and be able to develop research questions and hypotheses for their own research. They will understand the distinction between doctrinal and empirical research, as well as its relevance in the research process.

**Application of Quantitative and Statistical Methods:** Students will learn the basics of quantitative methods and statistical analysis, including inductive statistical methods. They will be able to distinguish different types of data quality and assess data reliability.

**Knowledge of Legal Research Methods:** Students will understand empirical research methods used in legal studies and the roles of doctrinal and empirical approaches.

##### **IV/2. Skills**

**Developing and Implementing a Research Plan:** Students will be able to develop a comprehensive research plan, including conceptualization and operationalization. They will apply practical methods for creating a research plan to ensure coherence in their research process.

**Data Collection and Statistical Analysis:** Students will be able to apply quantitative methods in social science research and analyze statistical databases for their empirical studies. They will interpret statistical results and evaluate different types of data quality.

**Critical Analysis and Methodological Application:** Students will be able to conduct critical analysis based on social science and legal methodologies, integrating them into their own research questions.

##### **IV/3. Attitude**

**Openness to Diverse Methodological Approaches:** Students will develop openness to various research methodologies, recognizing the value of different approaches in solving research problems.

**Commitment to Precision and Thoroughness:** They will be committed to precise and thorough research work, ensuring reliability in data collection and analysis.

**Ethical Sensitivity and Integrity in Research:** Students will cultivate an ethical approach, respecting participants' rights and adhering to the principles of research ethics.

Commitment to Lifelong Learning: Students will develop a positive attitude toward lifelong learning, recognizing the need for continuous growth and adaptation.

#### **IV/4. Autonomy and Responsibility**

Developing Independent Research Skills: Students will be able to independently plan and conduct social or legal research, identifying the necessary research questions and goals.

Decision-Making Skills and Accountability: They will make responsible decisions in selecting methods and tools for their research, considering scientific and ethical aspects.

Adherence to Ethical Principles and Social Responsibility: Students will take responsibility for the social impact of their research, respecting participants' interests and applying an ethical approach to the research process.

Responsible Communication and Dissemination of Results: Students will be capable of communicating their research findings clearly and responsibly to diverse audiences, ensuring the relevance and social usefulness of their research.

#### **V. COMPULSORY READING**

Bell, Felicity (2016) Empirical research in law, *Griffith Law Review*, 25:2, 262-282, <http://dx.doi.org/10.1080/10383441.2016.1236440>

Babbie, Earl: *The Practice of Social Research*. Wadsworth, 12th edition

Bar-Ilan, Judit (2008): Which h-index? A comparison of WoS, Scopus and Google Scholar. *Scientometrics*, Vol. 74, No. 2, 257–271.

Braun, Virginia & Clarke, Victoria (2006): Using thematic analysis in psychology. *Qualitative Research in Psychology*, Vol. 3, No. 2, 77–101.

Heise, Michael, "The Past, Present, and Future of Empirical Legal Scholarship: Judicial Decision Making and the New Empiricism" (2002). *Cornell Law Faculty Publications*. Paper 733.

<http://scholarship.law.cornell.edu/facpub/733>

Ritchie Jane & Lewis Jane (2003): *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: Sage Publications.

## **COURSE DESCRIPTION**

### **1. Title: HOW TO WRITE A SCIENTIFIC PUBLICATION**

**2. Course type:** classroom lecture + students' independent work on a scientific review

**3. Credit: 5**

**4. Responsible for course:** dr. Tóth Judit

**5. Lecturer(s):** dr. Tóth Judit, dr. Csatlós Erzsébet

### **I. MAIN OBJECTIVES OF THE COURSE:**

The aim of the course is to familiarise doctoral students with the basic rules of writing a scientific paper and review, the most important ethical rules and the prohibition of plagiarism, as well as to introduce them to scientific conventions, scientific reasoning and proof. The course provides an ideal scheme for introducing the process of scientific writing, the most common mistakes, and the difficulties of writing a review and how to avoid them, developing students' writing and analytical skills and their ability to critically evaluate the work of others objectively.

### **II. METHODOLOGY**

In addition to the classroom lecture, the students will prepare a test to prevent plagiarism, to reinforce ethical issues, and to write an assignment of research and a review of a scientific work whose literature is related to the research topic of the student's choice, and discuss the review and finalise the text of the review, which will be of a limited length. The student shall consult the lecturer on the choice of the work suitable for the review. The student's work will be evaluated after a joint discussion.

### **III. CONTENT OF THE COURSE**

1. Basics illustrated with examples:

- 1.1. The motivation and aims of the author, determination of the hypothesis.
- 1.2. How to outline the topic of the paper and choosing the best method of processing.
- 1.3. How to gather and select the facts, materials, and resources with a critical attitude; data/information processing inside a timeframe of writing
- 1.4. How to define the structure and style of a paper.
- 1.5. Fact-finding, evidences of statements and their verification (footnotes, references)
- 1.6. How to avoid plagiarism, Ethical requirements in data usage and AI support
2. The specificities of a review (length, sub/titled, critics, up-to-dated, the best informed reader, own opinion in a paper;
3. Conditions of publication (author's guide)
4. Joint discussion on reviews written by the students, evaluation.

### **IV. COMPETENCES**

#### **IV/1: Knowledge**

Student's knowledge and understanding of the theoretical and practical objectives of scientific work and publications.  
Understands the conflicts of interest that arise in the course of research work, their copyright background and its principles.  
Understands the importance of scientific publications in their social and international context and the prohibition of plagiarism.

#### **IV/2. Skills**

The student is able to collect data essential for scientific research and interpret them in their historical, social and international contexts.  
Ability to develop an appreciative relationship with views and theories on law, powers and governance and to recognise issues of relevance to research.  
Confident in using research methodology to process data, use data ethically and formulate new findings and conclusions.  
Ability to process and interpret scientific works and to develop them further in his/her field through own research using appropriate text structure and terminology.  
Ability to manage conflicts of interest when writing up complex research tasks.

#### **IV/3. Attitude**

The student is ready to continuously learn and acquire new knowledge, including the tools offered by AI.  
He/she has a demand for scientific approaches and their independent and critical interpretation.  
Sensitive to professional, social and legal issues and critical of phenomena that are incompatible with ethical publishing  
Rejects phenomena that challenge human dignity, democratic values, the rule of law, human rights and copyright in research and publication.  
Committed to the requirement and practice of communicating scientific results in an understandable way.

#### **IV/4. Autonomy and Responsibility**

The student will consciously strive for self-development, shape his/her professional identity, act to develop his/her research values.  
He/she takes the initiative in professional issues and in the integrity of publications, is willing to take personal responsibility for them and is committed to making suggestions to improve quality practice.  
Works independently, in accordance with research ethics, and strives for clarity in written and verbal tasks

#### **V. COMPULSORY READING**

materials made to the course (ppt)

Umberto Eco (1977) How to Write a Thesis, MIT Press  
<https://www.are.na/block/18770789>

Joshua Schimel (2012) Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded, Oxford University Press, pp.95-111 (excerptions)

[https://wp.optics.arizona.edu/kupinski/wp-content/uploads/sites/91/2023/01/Writing\\_Science\\_Joshua\\_Schimel.pdf](https://wp.optics.arizona.edu/kupinski/wp-content/uploads/sites/91/2023/01/Writing_Science_Joshua_Schimel.pdf)

## **VI. RECOMMENDED READING**

Kate L. Turabian (2013) A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing) Revised edition, The University of Chicago Press

[HTTPS://WWW.JOETEACHER.ORG/UPLOADS/7/6/3/0/7630382/TURABIAN\\_MANUAL\\_9TH\\_ED.PDF](HTTPS://WWW.JOETEACHER.ORG/UPLOADS/7/6/3/0/7630382/TURABIAN_MANUAL_9TH_ED.PDF)

## **COURSE DESCRIPTION**

**1. Title: QUALITY OF REGULATION – BETTER REGULATION**

**2. Course type:** classroom lecture + students' independent work on a topic with tutor support

**3. Credit:** 5

**4. Responsible for course:** dr.Tóth Judit

**5. Lecturer(s):** dr. Tóth Judit, dr. Rúzs-Molnár Krisztina

### **I. MAIN OBJECTIVES OF THE COURSE:**

The aim of the course is to familiarise students (lawyers and non-lawyers), through a few examples, with the stages of work that a regulatory concept and reform goes through, according to the standards developed in quality legislation (in particular in the areas of regulatory impact analysis, reduction of administrative burden and plain language). The general theoretical schema (OECD, EU Commission manuals and guidelines) and its application can bring about reformative changes in the way governments take action worldwide, whether in the international or domestic legal arena. The doctoral course will provide the student with the opportunity to analyse changes in legislation, government action (e.g. institution building/reform, budget financing, statute law, fundamental law) on a regulatory issue close to his/her own research topic, taking into account the different levels of abstraction of existing regulatory frameworks and the speed of change today. This will help students to develop a critical perspective on regulation, grounded in their own research area, and to identify further independent research questions

### **II. METHODOLOGY**

On the basis of a review of the literature and the relevant elements of international practices and manuals, students will not only receive a theoretical foundation, but will also choose the process of drafting the relevant instrument (including international or internal rules), in which they will independently analyse the existence and shortcomings of quality lawmaking, with the help of the lecturer through appropriate consultation. Through this, they will prepare a ppt and make a presentation on the birth of the chosen norm/amendment, which will be discussed together. In this way, students' activity, verbal, analytical, critical and theoretical skills are developed. The credit is provided on the basis of student's presentation on the critical evaluation of a genesis of a legal normative document from the perspective of the quality rulemaking.

### **III. CONTENT OF THE COURSE**

1. Elements of the regulatory cycle, its legal basis
2. Horizontal and vertical elements of quality legislation
3. Objectives of quality legislation in the EU, OECD
4. Theory and practice of impact assessment (examples of impact assessment related to draft legislation)
5. Reducing administrative burdens, SCM system
6. Legal language and the plain language movement



7. Analysis of a selected reform in the field of criminal law/business law/civil law/administrative law (also using the above schemes and preparatory documents in individual consultations)
8. Presentation of the student's own analysis - joint discussion, reflections, evaluation

#### **IV. COMPETENCES**

##### **IV/1: Knowledge**

Knowledge and understanding of the theoretical and practical workings of public law, in particular the legislative process.  
Understands the conflicts of law in the creation of norms, the legal background and the principles of operation of public and institutional governance.  
Students will also be familiar with the quality requirements of standard-setting in its historical context, including the theoretical and practical relevance of human rights, democracy and the limitation of power in the field of regulatory impact assessment.  
They know the characteristics of estimating and reducing administrative burdens and can use them to understand the different legislative concepts.  
Familiarity with national, European and international methods of quality legislation, requirements and recommendations of constitutional courts and international fora.  
Knowledge of the specific terminology used in each field of law and its linguistic features to facilitate comprehension.

##### **IV/2. Skills**

Ability to perceive and interpret political, social, economic, historical and psychological phenomena related to the creation, interpretation and application of regulations and internal rules.  
Ability to develop an appreciative relationship with views and theories on law and the state and to recognise their legal and social relevance.  
Ability to analyse legal and internal norms in a substantive and critical way within the framework of the values of the rule of law.  
Have a good command of the elements and terminology of research methodology relevant to quality legislation.  
Ability to process and interpret scientific works and to develop them further through own research in the field of research using the tools of quality legislation.  
Ability to navigate the relationships and conflicts of interest between local government, self-government, public benefit and private administration.

##### **IV/3. Attitude**

Ready to keep learning and acquire new knowledge.  
A need for scientific approaches and their independent, critical interpretation.  
Sensitive to professional and societal problems in the field of better quality standard setting, in particular in order to effectively protect discrimination and human dignity.  
He/she considers constitutionalism as a value, upholding in his/her research the values of humanism, human rights, democracy and the rule of law.  
He/she is critical of phenomena that are incompatible with the rule of law and democratic values.

He/she rejects anti-humanist norm-setting phenomena, which call into question human dignity, democratic values, the rule of law and human rights, and seeks solutions and means to deal with them.  
He/she is committed to the requirement and practice of drafting normative texts in plain language.

#### **IV/4. Autonomy and Responsibility**

Consciously and autonomously strive for self-development, shape their professional identity, act to develop their research values.  
He/she takes the initiative in professional and public affairs, is willing to take personal responsibility for them and is committed to making proposals to improve the quality of standard-setting decision-making.  
Works independently, in accordance with research ethics, and strives for clarity in the written and verbal performance of his/her tasks.

#### **V. COMPULSORY READING**

material of lectures (ppt will be uploaded to the CS) and

EU Better regulation guidelines --- Brussels, 3.11.2021, SWD(2021) 305 final  
[https://commission.europa.eu/document/download/d0bbd77f-bee5-4ee5-b5c4-6110c7605476\\_en?filename=swd2021\\_305\\_en.pdf](https://commission.europa.eu/document/download/d0bbd77f-bee5-4ee5-b5c4-6110c7605476_en?filename=swd2021_305_en.pdf)

Europe must improve the quality of its regulation. 2023.  
<https://www.delorscentre.eu/en/publications/detail/publication/quality-of-regulation>

#### **VI. RECOMMENDED READING**

US Congress: Public Law 111 - 274 - Plain Writing Act of 2010  
<https://www.gpo.gov/fdsys/pkg/PLAW-111publ274/content-detail.html>

OECD Report: Better Regulation Practices across the European Union 2022 – country by country  
<file:///C:/Users/h2404/Downloads/6e4b095d-en.pdf>

EU Better regulation toolbox 2023 July  
[https://commission.europa.eu/document/download/9c8d2189-8abd-4f29-84e9-abc843cc68e0\\_en?filename=BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf](https://commission.europa.eu/document/download/9c8d2189-8abd-4f29-84e9-abc843cc68e0_en?filename=BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf)