

PhD Programme

Compulsory courses offered in the spring semester

EUROPEAN ADMINISTRATION: PUBLIC ADMINISTRATIVE LAW OF THE EU

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Dr. habil. CSATLÓS Erzsébet			
7) Institute/Department		Public Law Institute			
8) Main objectives of the course					
<p>The Students are introduced to the core issues of the European Administrative Space in a material, organisational and procedural point of view. The aim is to discover and make it clear that more or less all the legal areas are related to European Administration, including their own research fields. Lectures are held in blocks of sessions to give a chance to improve the collaborative workshop nature of the meetings.</p> <p>A key task is for the student to be able to organically connect the legal regulation of their own research topic with the area of law covered in the course and to draw appropriate conclusions from it.</p>					
9) Content of the course					
<p>I. Introductory studies: from the public administration of a state to the concept of public administration of the European Union</p> <p>II. European civil service law and its impact on the direct level of administration</p> <p>III EU law on indirect administration</p> <p>IV. Principles of administrative cooperation</p> <p>V. Supervision of indirect administration</p>					
10) Materials					
<p>Erzsébet Csatlós: European Administration: Basic Principles Governing of the Administration of the European Union. Iurisperitus, Szeged, 2025.</p> <p>The Palgrave Handbook of the European Administrative System. Bauer, M., Trondal, J. (Eds.), Palgrave Macmillan UK, 2015.</p> <p>Herwig C.H. HOFMANN, Gerard C. ROWE, and Alexander H. TÜRK: Administrative Law and Policy of the European Union. OUP, Oxford, 2011.</p>					
11) Characteristics of the evaluation		performance based on individual work that fits the student's research topic			
12) Competences					
Knowledge					
The student shall					
<ul style="list-style-type: none">• know the key moments in integration history that are related to public administration and represent milestones in the development of European administrative law;• is familiar with the basic provisions concerning the indirect administrative level of European public administration.;• understand the relationship between the direct administrative level and national coordination within EU Member States;• be acquainted with the forms of regulatory cooperation implemented under the EU's framework.					

- Understands the impact of the EU acquis on national public administration;
- possesses the fundamental knowledge to outline the European administrative structure of a selected policy area

Skills

After the course, the Student is

- able to distinguish between the administration of international organizations and that of the state, and to identify the connections and relationships between the two.
- capable of establishing cause-and-effect relationships between integration development and its impact on administrative law.
- can identify administrative tasks within the duties and competencies of institutions and bodies at the direct administrative level.
- able to differentiate between EU institutional operations involving national central administration and those European administrative areas functioning independently of it.
- can distinguish the various types and rules of cooperation based on the different regulatory depths of policies, in light of EU competency rules.
- able to assess, using general rules, the implementation responsibilities that specific EU legal provisions entail for member states in the field of administrative law.
- capable of identifying the relationship between EU legal regulations and administration in relation to a specific policy area.

Attitudes

After the course, the Student

- consciously uses appropriate terminology and identifies the normative rules governing each area.
- recognises the sources of European administrative law at both direct and indirect levels.
- strives to identify the legal norms relating to the administrative tasks of institutions and bodies at the direct administrative level.
- aims to trace the elements of the administrative cycle, from government coordination to the operation of the direct administrative level.
- critically examines available information and identifies the appropriate normative rules for cooperation.
- seeks to recognise the administrative (legal) implications of an EU legal regulation.
- consciously distinguishes between substantive, organisational, and procedural legal rules.

Autonomy and responsibility

After the course, the Student

- navigates effectively among various legal concepts.
- identifies the European administrative frameworks associated with specific policies.
- understands the European administrative role of the direct administrative level and its normative rules.
- is aware of the sequence of procedural steps and the legal rules governing them.
- accurately outlines the relationship between the direct and indirect administrative levels in relation to a specific policy and determines the applicable legal rules.

- independently identifies instances of non-compliance with EU law and their consequences.
- outlines the European administrative structure of a policy area and identifies its legal regulations.

NON-PROFIT SECTOR IN LAW AND IN PRACTICE IN HUNGARY

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Judit Tóth			
7) Institute/Department		Institute of Public Law			
8) Main objectives of the course					
The aim of the course is to focus attention on the complexity of this sphere from the perspective of law, political and international relations. The realm of NGOs and civil organisations may facilitate the better practice of interdisciplinary approach, as well as knowledge of specific examples from the practice. Although the main pillars of sectoral rules derive from the national regulation, there would be numerous references on the operation of international NGOs as basis for legal, political and IR principles in practice.					
9) Content of the course					
1. The concept of non-profit (third / charity sector, NGOs) 2. The role of social innovation and the civil sector in Hungary 3. The non-profit sector and fundamental rights, human rights 4. Type, creation and termination of non-profit organizations 5. Public benefit status, participation in the supplying of public services 6. Management of the non-profit sector, economic funds 7. The role of the non-profit sector in the international arena 8. Publicity and watchdog civil organisations and non-democratic limitations of their freedom, the instruments of limitations (4 K model) 9. The operation of selected NGO and projectism – presentation of students 10. Evaluation 1.					
10) Materials					
material to the course (ppt) JULIA SZALAI AND SARA SVENSSON: Contested forms of solidarity: An overview of civil society organisations in Hungary and their impact on policy and the social economy. Centre for Policy Studies, CPS Working Paper 2017/10, pp.36 https://cps.ceu.edu/sites/cps.ceu.edu/files/attachment/publication/2977/cps-working-paper-solidus-hungary-civil-society-organisations-2017.pdf Summary of UN Civil Society Conference (Nairobi, 9-10 May 2024) https://www.un.org/sites/un2.un.org/files/final_2024uncsc_civil_society_report_part_ii.pdf Map of NGOs https://www.wango.org/resources.aspx?section=ngodir					
11) Characteristics of the evaluation		Final written exam and oral presentation			
12) Competences					

Knowledge

Participants will learn about the constitutional and human rights rules relevant to the NGO/non-profit sector and their interrelationship. Identification of the most important theoretical, historical and practical links with the civil society sector in individual's field of research is recognised

Skills

It develops students' complex thinking and analytical skills to see how the institutional role and functioning of an entity, even one that is apparently remote from their research, becomes an indicator of the operation of constitutional principles. The student's own data collection is the basis for the preparation of the presentation, comparing the principles and norms learned with reality, which strengthens the analytical and critical capacity

Attitudes

It strengthens the commitment to democratic and constitutional values in the students, observing and analysing the structure, mission, social acceptance and innovation of a civil organisation. It also serves to improve communication and debating skills, which are important in research

Autonomy and responsibility

The study of the civil sector contributes to the strengthening of social solidarity, knowledge dissemination and social responsibility in the possession of research results.

LEGAL HISTORY RESEARCH SEMINAR

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Fall
4) Course type:	Lecture		5) Evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Prof. Dr. Norbert Varga			
7) Institute/Department		Department of Hungarian Legal History			
8) Main objectives of the course					
Analyse and compare the regulation and sources of legal history in Hungary and Europe. The students will examine the historical background of the European legal development. They will analyse the primer and seconder sources of the main subject of this course.					
9) Content of the course					
Methodology of research in legal history Primary sources of legal history Secondary sources of legal history Historical background of the executive power Legislative power: theory and practice Jurisdiction: structure and practice This research seminar will focus on theme special attention to the research topic of the participant student from the middle ages up to the modern times. Combining problem definition based on secondary literature, research on original materials and documents, analysis date.					
10) Materials					
Olivier Moréteau, Aniceto Masferrer, Kjell A. Modéer (eds.): Comparative Legal History Special materials related to the topic of the written essay.					
11) Characteristics of the evaluation		Final written exam			
12) Competences					
Knowledge <ul style="list-style-type: none">• The course can be completed by students who is familiar with the historical foundations of the European legal system and the basic concepts of specialised law; know the basic historical institutions, know and analyse the main sources of comparative legal history; can interpret legal history sources.• Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field• Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field• Possesses the methodological and research skills necessary to perform independent research in a given field					
Skills					

- The course can be completed by students who have a good command of the technical terminology used in the history of specialised law; can carry out an evaluative analysis of legal history documents; can identify legal problems and apply the rules for solving them; the ability to reason logically using examples from legal history; can critically analyse examples from legal history, the ability to use sources from legal history.
- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail

Attitudes

- The course can be completed by students who is committed to learning about the foundations of the legal institutions; open to learning about the historical development of each branch of law; takes a critical look at the system of sources of law in each area of law; is open to new knowledge, to reading specialist books and articles, and realises that historical literacy is an integral part of legal culture, without which a high quality of legal practice is unthinkable.
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- The course can be completed by students who consciously and independently pursue self-development through the knowledge acquired in the course; treats the written work produced in the practical lesson as his/her own, and takes a reflective approach to it; be able to prepare independently to carry out assigned individual tasks; take responsibility for their own work.
- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

NEW CHALLENGES FOR LABOUR LAW AND SOCIAL SECURITY IN DIGITAL AGE

(doctoral programme - elective course)

Credit:	5	Contact hours (weekly - average - full-time students)	2	Semester:	Fall
Lecturer(s)		Prof. Dr. József HAJDÚ			
Institute/Department		Department of Labour Law and Social Security			
3) Main objectives of the course					
International and European employment law and social security are at a crossroads: the emergence of new forms of work – from zero-hours contracts to crowd-sourcing platforms such as Uber, industry 4.0, robots, artificial intelligency (AI), etc. – challenge established patterns of labour market regulation; an ageing population combined with changing migration patterns put increasing pressure on domestic social security systems; and, even as the macro-economic situation in most Member States recovers from the financial crisis, workers continue to see their share of the recovery diminish. This course intends to introduce the new challenges in a complex structure.					
4) Content of the course					
1. The role of work for individuals and society 1.1. Individuals work and society (atypical employment). 1.2. Addressing the situation and aspirations of youth. 1.3. Reflexive social security-UBI (unconditional basic income). 1.4. Emerging private insurance solutions for social protection					
2. Women’s inequality in the workplace 2.1. Addressing care for inclusive labour markets and gender equality 2.2. Empowering women working in the informal economy					
3. Technology for social, environmental and economic development 3.1. Job quality in the platform economy 3.2. The impact of technology on the quality and quantity of jobs (robots, AI, etc.)					
4. Managing change during every phase of education (life-long learning) 4.1. Managing transitions over the life cycle 4.2. Skills policies and systems for a future workforce					
5. New approaches to growth and development 5.1. New business models for inclusive growth 5.2. Global value chains for an inclusive and sustainable future (outsourcing, chain liability, etc.)					
6. The future governance of work 6.1. New directions for the governance of work 6.2. Innovative approaches for ensuring universal social protection for the future of work (
7. International standards 7.1. International labour standards (ILO)					

- 7.2. Supranational law
 7.3. International trade law (non-trade values, social clauses, etc.)

5) Competencies

Knowledge

- Demonstrates research-level understanding of a multidisciplinary field, including its general and specific characteristics, principal directions, clearly defined boundaries, and both established and contested interrelationships.
- Possesses a creative grasp of the field's theoretical frameworks, conceptual systems, and specialized terminology.
- Has the methodological expertise required to conduct independent research within the field.

Skills

- Capable of performing creative analyses, synthesizing complex and specialized knowledge, and producing innovative interpretations with appropriate evaluative and critical insight.
- Applies and advances the field's methods for knowledge acquisition and problem-solving.
- Develops novel practical applications of theoretical concepts.
- Identifies unforeseen professional challenges and rigorously investigates the theoretical and practical foundations necessary for their resolution.

Attitudes

- Actively fosters and develops professional networks relevant to their field.
- Demonstrates sustained professional commitment, dedication to exploring new approaches, and perseverance in achieving objectives.

Autonomy and Responsibility

- Initiates and develops new knowledge areas and practical solutions with creativity and independence.
- Participates in formulating theoretical and practical issues with leadership and collaborative engagement.
- Engages as an equal, constructive debate partner with experts in the field.
- Responsibly addresses emerging ethical questions related to the theoretical and practical aspects of the profession.

6) Materials

- Work for a brighter future – Global Commission on the Future of Work, International Labour Office – Geneva: ILO, 2019
- Michael Doherty (2014) Back to the Future of EU Labour Law?, King's Law Journal, 25:3, 467-475, (<https://www.tandfonline.com/doi/pdf/10.5235/09615768.25.3.467>)
- Game Changers in Labour Law: Shaping the Future of Work, Edited by Frank Hendrickx, Valerio De Stefano (<https://lrus.wolterskluwer.com/store/product/game-changers-in-labour-law-shaping-the-future-of-work/>)

6) Evaluation for the credit

written paper

**THE EFFECTS OF EUROPEAN AND INTERNATIONAL LAW TO OTHER
BRANCHES OF LAW**

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Dr. habil. Anikó SZALAI, Ph.D; Dr. habil. Szilvia VÁRADI KERTÉSZNÉ, Ph.D.			
7) Institute/Department		Department of International and European Law			
8) Main objectives of the course					
<p>Nowadays, scientific research requires a broad perspective analysis concerning the context of international and European law. Therefore, one of the main objectives of this course is to raise awareness of the PhD candidates for the relevant provisions of international law and EU law regarding their research field, and to broaden and improve their research skills. We aim to support PhD students to set out relevant research questions and to advance their dissertation. The course lays an emphasis on decision-making and legislative processes of international organisations and the European Union, and in particular the interpretation of the international courts' relevant case-law.</p>					
9) Content of the course					
<u>International law</u> <ul style="list-style-type: none">- „Internationalization” of the law, reasons for the necessity of international law-making- The influence of international organizations on the development of domestic law (mainly UN, specialised agencies of the UN and the Council of Europe)- The relationship of international law with other fields of public law (constitutional law, administrative law, criminal law)- The relationship of international law with private law- The relevance of the decisions of international courts in the development of certain domestic fields of law					
<u>EU-law</u> <ul style="list-style-type: none">- Area of freedom security and justice: Policies on border checks, asylum and immigration;- Judicial cooperation in civil matters;- Judicial cooperation in criminal matters; Police cooperation- The role of the EU in private law development- An introduction to the EU's environmental policies and objectives- Labour law in EU- Constitutional law and EU law; Fundamental Rights in the European Union- Effects and contribution of the case-law of the CJEU on other branches of law					

10) Materials	
<p><u>International law</u></p> <ul style="list-style-type: none"> - Malcolm Shaw: International Law, 8th ed., Cambridge University Press, 2017. - Piero Bernardini: Private law and general principles of public international law, Uniform Law Review – Oxford, 2016, Vol. 21, 184-196. o. - Varella, Marcelo Dias: Internationalization of Law. Globalization, International Law and Complexity. Springer, Berlin – Heidelberg, 2014. <p><u>EU-law</u></p> <ul style="list-style-type: none"> - Dennis Patterson, Anna Södersten: A companion to European Union law and international law, Wiley-Blackwell, Malden MA, 2016. - Anthony Arnall – Damian Chalmers: The Oxford handbook of European Union law. Oxford University Press, Oxford, 2015. - Dorota Leczykiewicz: Human Rights and the Area of Freedom, Security and Justice: Immigration, Criminal Justice and Judicial Cooperation in Civil Matters. Oxford Legal Studies Research Paper No. 1/2016. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2712421 - Kramer, Xandra E., Strengthening Civil Justice Cooperation: The Quest for Model Rules and Common Minimum Standards of Civil Procedure in Europe (May 25, 2018). Intended for publication in: Marco Antonio Rodrigues & Hermes Zaneti Jr, Repercussões do CPC - Processo Internacional, Editora Juspodivm 2018. Available at SSRN: https://ssrn.com/abstract=3191570 - Kingston, Suzanne, The Uneasy Relationship between EU Environmental and Economic Policies, and the Role of the CJEU (November 5, 2015) UCD Working Papers in Law, Criminology & Socio-Legal Studies Research Paper No. 13/2015. Available at SSRN: https://ssrn.com/abstract=2686526 - Labour law and working conditions, European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Publications Office of the EU, Luxembourg, 2014. 	
11) Characteristics of the evaluation	Class attendance and participation, as well as preparation of a scientific analysis on a topic agreed upon with the lecturers
12) Competences	
<p>Knowledge</p> <ul style="list-style-type: none"> • Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field • Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field • Possesses the methodological and research skills necessary to perform independent research in international law and/or European law <p>Skills</p> <ul style="list-style-type: none"> • Capable of analysing International and/or European legal provisions and problems in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations • Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field 	

- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to plan and carry out new projects, conduct research in international law and/or European law, and develop new techniques and approaches
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail

Attitudes

- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to take part on an equal footing in a professional discussion of international law and/or European law
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

FREE TRADE AND LOCAL PUBLIC INTEREST IN INTERNATIONAL TRADE

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Csongor István Nagy			
7) Institute/Department		Department for Private International Law			
8) Main objectives of the course					
The course is designed to provide students with an overview on the economic and legal issues of free trade systems and to equip them with the basic substantive concepts and conceptual tools that are necessary for analyzing such issues.					
9) Content of the course					
he course covers the following topics:					
<ul style="list-style-type: none">– how is the concept of restriction of competition/trade defined (e.g. discriminatory and non-discriminatory restrictions);– the status of state-granted monopolies and market liberalization;– the concepts of public service, universal service, service of general economic interest;– violations of fundamental rights (freedoms) and restrictions of competition/trade;– how is public interest determined (the state’s margin of appreciation in respect of determining local ends);– can the court/tribunal make value-judgments when contrasting disgeneric values (free competition/trade versus public interest goals);– the grasp of the state’s margin of appreciation in comparing the weight of free trade with the public interest values;– what is the extent of deferentialism enjoyed by the state when making factual evaluations in an information vacuum (e.g. if the scientific community is divided as to certain additive’s impact on health, can the state opt for a non-mainstream theory);– how is the burden of proof allocated and how is the standard of proof defined as to the existence of a restriction, balancing the restriction and the value of local legitimate ends, the existence of less restrictive alternatives etc.;– do citizens/undertakings have a “normative right to compete/trade”, is this taken into account when balancing the restriction against public interest arguments;– how can disguised protectionism be unveiled (may the measure’s subjective side be investigated);					
enforcement and procedural issues: legal tools, procedural patterns, enforcement effectiveness?					
10) Materials					
Nagy, Csongor István (szerk.): World Trade and Local Public Interest: Trade Liberalization and National Regulatory Sovereignty. Heidelberg, Springer-Verlag (2020).					
11) Characteristics of the evaluation		Essay / case-study			
12) Competences					
Knowledge					

- Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field
- Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field
- Possesses the methodological and research skills necessary to perform independent research in a given field

Skills

- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to plan and carry out new projects, conduct research in a given field of science, and develop new techniques and approaches
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail
- Able to establish and disseminate new correlations vital for his/her profession as well as comprehensive links having significance for individual and community existence

Attitudes

- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to participate as a leader and is giving evidence of high skills for cooperation in the process of defining theoretical and practical issues
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

LAY PARTICIPATION IN JUDICIAL DECISION MAKING

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Prof. Dr. Attila Badó			
7) Institute/Department		Institute of Comparative Law and Legal Theory			
8) Main objectives of the course					
<p>Students will be introduced to the concept and practice of lay participation in judicial decision making across different courts and legal systems. The course offers a comparative perspective on the involvement of non-professional actors—such as jurors and lay judges—in the adjudicatory process, highlighting their roles, powers, and the rationale behind their inclusion. Participants will explore the historical, sociological, and legal foundations of lay participation, with particular attention to its variations between common law and civil law jurisdictions. The course also addresses current debates on the effectiveness, legitimacy, and future of lay involvement in justice systems. Students will be required to research and present a paper on a specific lay participation model or legal system, allowing them to engage critically with the material and develop comparative insights. The curriculum is structured around international standards, national practices, and landmark case law, fostering both analytical and practical understanding of this important aspect of judicial democracy.</p>					
9) Content of the course					
<ol style="list-style-type: none">1. Theoretical framework of lay participation2. The importance of lay participation of judicial decision making today3. Comparison of different lay participation systems4. Empirical studies about juries and mixed tribunals5. The English magistrate courts6. The jury system in the USA7. Lay involvement in Hungary8. Selection, representativity, impartiality9.					
10) Materials					
<p>Attila, Badó Quality of Justice and Lay Participation in the Light of Scientific Studies In: Mátyás, Bencze; Gar, Yein Ng (szerk.) How to Measure the Quality of Judicial Reasoning Cham (Németország), Németország : Springer International Publishing, (2018) pp. 73-86. , 14 p.</p> <p>Badó, Attila Feleky, Gabor ; Lorinczi, Janos Empirical Research in Hungary about Lay and Professional Judge Relations in Mixed Tribunals: Fair or Self-Distancing Aristocratism FORENSIC LEGAL & INVESTIGATIVE SCIENCES 5 : 1 pp. 1-12. , 12 p. (2019)</p>					

11) Characteristics of the evaluation	To complete the course, students are required to take an oral exam, during which they will demonstrate their understanding of different systems of lay participation in judicial decision making. The exam will be based on the topics discussed throughout the semester.
12) Competences	
<p>Knowledge Students will acquire a foundational and comparative understanding of the various models of lay participation in judicial decision making across different legal systems. They will be introduced to the legal, historical, and institutional contexts in which lay judges and juries operate, and will gain insight into the normative debates surrounding citizen involvement in the justice process. By the end of the course, students will be able to critically assess the effectiveness, legitimacy, and socio-political implications of lay participation in different judicial frameworks.</p> <p>Skills Students will develop the ability to identify and compare the institutional and procedural features of lay adjudication systems, and to analyze their impact on judicial outcomes, public trust, and legal culture. Through independent research and in-class discussions, they will enhance their ability to formulate and present well-structured legal arguments, and to apply comparative methodology in evaluating diverse legal systems. The course fosters academic writing, critical thinking, and oral presentation skills through the preparation and delivery of an individual research paper on a selected system of lay participation.</p> <p>Attitudes Participants will cultivate an openness to different legal traditions and institutional arrangements, while learning to appreciate the role of civic engagement in judicial processes. The course encourages the development of a reflective and interdisciplinary mindset, essential for understanding how legal systems interact with broader democratic values.</p> <p>Autonomy and Responsibility Students will be capable of conducting independent research on issues related to lay participation in judicial systems and formulating research questions.</p> <p>Assessment The final grade for the course is based primarily on the research and presentation of an academic paper focusing on a specific lay participation system or legal framework. Active participation in the seminar discussions is also a key component of the final assessment. The course concludes with an oral examination, during which students will demonstrate their grasp of key concepts and comparative insights gained throughout the semester.</p>	

**LEGAL, POLITOLOGICAL, SOCIOLOGICAL, HISTORICAL AND
PSYCHOLOGICAL ISSUES
OF SECRET SERVICES**

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Révész Béla Dr.(100%)			
7) Institute/Department		Department of Political Sciences			
8) Main objectives of the course					
Looking back to the recent past and attempting to comprehend it, it is very important to understand how broadly and deeply the totalitarianism may effect the cornerstones of contemporary civilization and the extent of feedback impact. The secret services of totalitarianism destroys the institutes of democracy, curtails the freedom of the individual to the maximum, paralyzes the most diverse spheres of civil activity. It is the idea of freedom - the most essential phenomenon of the 20th-century - existing as a political phenomenon under the conditions of totalitarianism that will be the object of this course.					
9) Content of the course					
The course raises the following crucial question: What wise and effective policies can help in the continuing, and difficult, battle to protect human rights against the secret services? The post-World War II era of international politics can be divided into two periods. The first, the cold war, ran from roughly 1947 to 1989 and was characterized by a bipolar distribution of power between the United States and the Soviet Union. It was a period of great tension between the two superpowers, and this tense relationship had enormous impact on defining the world political system. The second period, which we are still in, is what might be called the post-cold war period. It began in 1990 with the collapse of the communist world.					
10) Materials					
Compulsory literature: Christopher Andrew: The Secret World - A History of Intelligence The Oxford Handbook of National Security Intelligence					
11) Characteristics of the evaluation		Characteristics of the evaluation are - with the words of Lasswell, H. D - to explain: „how can the intelligence functions understood to include the gathering, processing, and dissemination of information to participants in the decision process of the body politic”.			
12) Competences					
Knowledge					
<ul style="list-style-type: none">Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional fieldHas a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field					

- Possesses the methodological and research skills necessary to perform independent research in a given field

Skills

- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to plan and carry out new projects, conduct research in a given field of science, and develop new techniques and approaches
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail
- Able to establish and disseminate new correlations vital for his/her profession as well as comprehensive links having significance for individual and community existence

Attitudes

- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to participate as a leader and is giving evidence of high skills for cooperation in the process of defining theoretical and practical issues
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

BETTER LAW-MAKING IN THE EUROPEAN UNION

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Dr. Soós Edit			
7) Institute/Department		Department of Political Science			
8) Main objectives of the course					
The aim of this course is to provide a comprehensive understanding of the principles, tools and processes involved in improving the quality of EU law-making. Participants will learn how to plan, prepare, adopt, implement and evaluate EU legislation in a transparent and effective manner that serves the interests of citizens and businesses.					
9) Content of the course					
Week 1: Introduction to EU law-making Week 2: The principles and objectives of Better Regulation Week 3: The policy cycle of EU law-making Week 4: Tools and methods for Better Regulation Week 5: Evidence-based policy-making Week 6: The principles of subsidiarity and proportionality in EU legislation Week 7: Analysis of selected EU legislative acts to identify the strengths and weaknesses of the Better Regulation Week 8: Exercises on conducting simplified impact assessments Week 9: Simulation of stakeholder consultations and policy drafting Week 10: Current challenges and future directions Week 11: Digitalisation and legislative simplification Week 12: Lessons learned from recent EU initiatives in Better Regulation					
10) Materials					
Edit Soós: Better regulation in the European Union. In: Acta Universitatis Szegediensis FORVM Acta Juridica et Politica, 2020/3. pp. 115-134. Andrea Renda: Too good to be true? A quick assessment of the European Commission’s new Better Regulation Package. CEPS Special Report. No. 108 / May 2015 Interinstitutional Agreement between the European Parliament, the Council of the European Union, and the European Commission on Better Law-Making. OJ L 123, 12.5.2016. European Commission: Better Regulation. Delivering better results for a stronger Union. COM (2016) final, Brussels, 14.9.2016 European Commission: Better regulation: guidelines and toolbox Available at: https://commission.europa.eu/law/law-making-process/better-regulation/better-regulation-guidelines-and-toolbox_en					
11) Characteristics of the evaluation		Writing a 1,500-word essay.			
12) Competences					
Knowledge					

- Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field
- Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field
- Possesses the methodological and research skills necessary to perform independent research in a given field

Skills

- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to plan and carry out new projects, conduct research in a given field of science, and develop new techniques and approaches
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail

Attitudes

- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- Able to participate as a leader and is giving evidence of high skills for cooperation in the process of defining theoretical and practical issues
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

**MULTI-LEVEL GOVERNANCE AND EUROPEAN TERRITORIAL
COOPERATION**

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Dr Zsuzsanna FEJES, PhD, habil, associate professor			
7) Institute/Department		International and Regional Studies Institute			
8) Main objectives of the course					
<p>The aim of the course is to introduce the theory and practice of multi-level governance by examining public policy processes at the national and European levels.</p> <p>The course provides an overview of the concept and operating mechanisms of European (supranational) and subnational governance, as well as the main principles of democratic governance. The lectures cover topics such as sovereignty, new forms of governance, issues of political legitimacy, the principles of subsidiarity and proportionality, and the concept of European territorial cooperation. The course examines in detail the main elements of the European Union's (EU) multilevel governance (MLG) structure. MLG contributes significantly to the understanding of the European Union's governance mechanisms by drawing attention to the increasingly complex relationships between sectoral actors organized at different territorial levels and raising important questions about governance strategies and their functioning, as well as their impact on democratic accountability.</p>					
9) Content of the course					
<ol style="list-style-type: none">1. Introduction, overview of topics.2. The origins of governance. State and governance. The principles of democratic governance. Centralization – decentralization.3. The theoretical background of multilevel governance. MLG models (Hooghe-Marks).4. The main criteria of multilevel governance. The question of legitimacy and legitimation: efficiency and effectiveness, democratic empowerment and partnership.5. MLG actors: supranational actors and national governments. Subnational actors.6. EU policy-making: multilevel and state-centered. Case studies.7. The role of multilevel governance in the implementation of European territorial and cohesion policy. The concept of European territorial cooperation. MLG and European cross-border cooperation.8. MLG and the European Committee of the Regions. White Paper on Multilevel Governance (CoR, 2009)9. Globalization and multilevel governance: challenges and prospects.10. Course evaluation.					
10) Materials					
Compulsory reading					
<ul style="list-style-type: none">• Bache, I.: Multi-Level Governance in the European Union. In: David Levi-Faur (ed.): The Oxford Handbook of Governance. Oxford University Press, 2012. ISBN: 9780199560530• Hooghe, L. – Marks, G.: Multi-level Governance and European Integration. Rowman & Littlefield Publishers, New York and Oxford, 2001.					
Recommended reading					

<ul style="list-style-type: none"> • Conzelmann, T. – Smith, R. (eds.): Multi-Level Governance in the European Union: Taking Stock and Looking Ahead. Baden-Baden: Nomos. 2008. • Homsy, G. C. – Liu, Z. – Warner, M. E.: Multilevel Governance: Framing the Integration of Top-Down and Bottom-Up Policymaking. International Journal of Public Administration, 2018. 1-11. • Papadopoulos, Y.: Accountability and multilevel governance: more accountability, less democracy? West European Politics, 33 (5) 2010. 1030–1049. • Pierre, J.: Globalization and governance. Edward Elgar, USA, 2013. • Stephenson, P.: Twenty years of multi-level governance: ‘Where Does It Come From? What Is It? Where Is It Going?’. Journal of European Public Policy, 20 (6) 2013. 817–837. • Verdun A. – Zeitlin J.: Introduction: the European Semester as a new architecture of EU socioeconomic governance in theory and practice, Journal of European Public Policy, 25 (2) 2018. 137-148. • Zürn, M.: Global governance as multi-level governance. In: David Levi-Faur (ed.): The Oxford Handbook of Governance. Oxford University Press, 2012. ISBN: 9780199560530 • White Paper on European Governance, The European Commission 2001. • White Paper on Multi-level Governance, The Committee of the Regions 2009. 	
11) Characteristics of the evaluation	written exam
12) Competences	
[MINTA - választható, kiegészíthető, átfogalmazható, a nem kívánt törölhető]	
Knowledge	
<ul style="list-style-type: none"> • Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field • Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field • Possesses the methodological and research skills necessary to perform independent research in a given field 	
Skills	
<ul style="list-style-type: none"> • Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations • Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field • Able to develop innovative, previously unknown practical aspects of a theoretical issue • Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail 	
Attitudes	
<ul style="list-style-type: none"> • Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work 	

- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

LOCAL GOVERNANCE IN HUNGARY OLD AND NEW

(doctoral programme - elective course)

Credit:	5	Contact hours (weekly - average - full-time students):	2	Semester:	Spring	Outcome of evaluation:	Examination mark (1-5)
Lecturer(s)		Dr. Tamás Antal, habil. full professor					
Institute/Department		Department of European Legal History					
3) Main objectives of the course							
The main goal of the course is to give an opportunity for students involved in organized doctoral education to study the past and the present of the Hungarian settlement and municipal self-governance in one combined using the methods of comparative analysis in standard and chosen topics via special literatures in foreign language(s).							
4) Content of the course							
<ol style="list-style-type: none">1. The operation of soviet-type local councils and public administration in Hungary and Eastern-Central-Europe as the temporal antecedent of the current system of local self-governments;2. Transformation to democratic local self-governance in 1990/91;3. The legal learning of the period of Act LXV of 1990 on self-governments;4. Changing among the legal institutions of self-governance between 2011 and 2014;5. Critics of functioning of the Hungarian settlement and county self-governments or the territorial regionalization of our age according to the analysis of specialized administrative branches chosen by the student.							
5) Materials							
ANTAL, Tamás: <i>Local Soviets and Councils in the Ex-Socialist European States with Special Regard to Hungary (1950–1989/90)</i> . In: Selfsame: A Hundred Years of Public Law in Hungary (1890–1990): Studies on the Modern Hungarian Constitution and Legal History. Novi Sad, Serbia, 2012, pp. 109–143;							
VARGA, József: <i>Development of State Administration</i> . In: New Traits of the Development of State and Legal Life in Hungary, Chief Editor: György Antalffy. Budapest, 1981, pp. 85–104;							
SZABÓ, Gábor: <i>Localities in Transition: Re-emergency of Self-government System</i> . In: The Reform of Hungarian Public Administration, Editor: Klára Takács. Collection of Studies, Published by the Hungarian Institute of Public Administration in English and French Language. Budapest, 1991. pp. 73–80;							
SZABÓ, Gábor: <i>Local Elections in Hungary 1990: Some Facts and Consequences Based on Statistical Data</i> . In: The Reform of Hungarian Public Administration, Editor: Klára Takács. Collection of Studies, Published by the Hungarian Institute of Public Administration in English and French Language. Budapest, 1991, pp. 107–113;							
PETRI, Gábor: <i>Changes of Concepts: Legislation on local governments, 1987–1990</i> . In: The Reform of Hungarian Public Administration, Editor: Klára Takács. Collection of Studies, Published by the Hungarian Institute of Public Administration in English and French Language. Budapest, 1991, pp. 91–103;							
MÁTHÉ, Gábor (Editor): <i>The Hungarian State 1000–2000: Thousand Years in Europe</i> . Budapest, 2000, pp. 447–450, 453–460, 469–472 (the chapter by KUKORELLI, István);							
JÓZSA, Zoltán: <i>Dilemmas and Choices in the Public Administration of Central Eastern European Countries</i> . In: Radu I. Motica, Lucian Bercea, Viorel Pasca (Editors): Conferinta							

<p>Internationala Bienala / Biennal Intenational Conference Timisoara, Universul Juridic. Bucharest, Romania, 2011, pp. 67–73;</p> <p>PÁLNÉ KOVÁCS, Ilona: <i>The Basic Political and Structural Problems in the Workings of Local Governments in Hungary</i>. = Discussion Papers, No. 14, Serial editor: László Hrubí. (Pécs, 1992) pp. 1–65;</p> <p>PÁLNÉ KOVÁCS, Ilona: <i>Local Governance in Hungary – the Balance of the Last 20 Years</i>. = Discussion Papers, No. 83, Serial editor: Gábor Lux. (Pécs, 2011) pp. 1–46;</p> <p>PÁLNÉ KOVÁCS, Ilona: <i>Dreams and Realities in the Local Governance of Hungary</i>. In: Discussion Papers, Special Issue: Aspects of Localities, Editor: András Donát Kovács. (Pécs, 2011) pp. 7–17;</p> <p>SCOTT, James W.: <i>Local Governments and „Strategic” Development Strategies: the Issue of Regional Governance</i>. In: Discussion Papers, Special Issue: Role of the Regions in the Enlarging European Union, Editor: Zoltán Gál. (Pécs, 2001) pp. 214–231;</p> <p>HAJDÚ, Zoltán: <i>Territorial Questions of Transformation of the Hungarian Public Administration, 1990–2000</i>. In: Discussion Papers, Special Issue: Regional Challenges of the Transition in Bulgaria and Hungary, Editor: Gyula Horváth. (Pécs, 2002) pp. 86–103.</p>	
6) Evaluation for the credit	The evaluation is based on a paper written by the student about a previously chosen topic.
7) Competences	<p>1. Student’s knowledge: the student’s concrete knowledge in relation to universal and Hungarian legal history is expanded.</p> <p>2. Student’s skills: delimits the developmental models and legal institutions related to the history of legislation.</p> <p>3. Student’s attitude: oriented towards acquiring legal literacy and learning modern legal history.</p> <p>4. Student’s autonomy and responsibility: regularly participates in specialized lectures, reads the mandatory and recommended literature, and realizes an independent research.</p>

ARGUMENTATION IN LEGAL POLICY DEBATES

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Prof. Dr. Krisztina Karsai			
7) Institute/Department		Institute of Criminal Law and Criminal Science			
8) Main objectives of the course					
<p>The primary objective of this course is to develop students' ability to construct, analyze, and deliver structured arguments in both academic and real-world settings. By focusing on foundational skills in verbal and nonverbal communication, students will gain confidence in public speaking, learn to organize their thoughts coherently, and effectively present persuasive messages. These communication skills are not only essential for formal speeches but also for participating meaningfully in group discussions, classroom debates, and professional interactions. A significant emphasis of the course lies in teaching students the principles of sound argumentation. This includes understanding how to formulate a clear claim, support it with logical reasoning (warrants), and back it up with credible evidence. Students will also learn how to identify flawed reasoning, respond to counterarguments, and engage in critical evaluation of opposing viewpoints. Through practice in structured debates—particularly those focused on legal policy, justice, and social issues—students will sharpen their analytical thinking and advocacy techniques. Ultimately, the course aims to provide students with portable argumentation and advocacy skills that can be applied across disciplines and in various future careers, including law, public policy, education, and business. By the end of the course, students will not only have developed their ability to speak and argue persuasively but also gained the tools to think critically, listen actively, and engage responsibly in public discourse.</p>					
9) Content of the course					
Module 1: Introduction to Argumentation and Public Speaking <ul style="list-style-type: none">• The role of argumentation in academic and civic life• Ethics of advocacy and persuasion• Elements of effective oral communication• Structured extemporaneous speaking: purpose and practice					
Module 2: Verbal and Nonverbal Delivery Techniques <ul style="list-style-type: none">• Vocal delivery: projection, inflection, pacing• Nonverbal cues: eye contact, gestures, posture, movement• Using notes effectively without reading• Practicing presence and confidence in front of an audience					
Module 3: Fundamentals of Argument Structure <ul style="list-style-type: none">• Components of an argument: claim, warrant, evidence• Types of reasoning: inductive, deductive, analogical• Evidence evaluation: relevance, credibility, sufficiency• Argument mapping and outlining techniques					
Module 4: Critical Thinking and Listening Skills <ul style="list-style-type: none">• Identifying assumptions, biases, and logical fallacies• Active listening and note-taking during speeches and debates• Evaluating competing arguments					

<ul style="list-style-type: none"> • Socratic questioning and dialogical reasoning 	
Module 5: Introduction to Debate Formats and Roles	
<ul style="list-style-type: none"> • Overview of academic and policy debate formats (e.g. Lincoln-Douglas, Parliamentary) • Roles in debate: constructive speaker, rebuttal, cross-examination • Debate etiquette and structure • Time management and strategic argument planning 	
Module 6: Legal and Policy-Based Argumentation	
<ul style="list-style-type: none"> • Understanding legal reasoning and precedent-based argument • Debate topics in criminal justice, constitutional rights, legal reform • Using statutes, case law, and policy reports as evidence • Constructing advocacy positions on contemporary legal issues 	
Module 7: Tactical Advocacy and Persuasive Strategies	
<ul style="list-style-type: none"> • Audience adaptation and rhetorical appeal (logos, ethos, pathos) • Refutation and counter-argument techniques • Cost-benefit and impact analysis • Framing and re-framing issues in debate 	
Module 8: Practical Applications and Final Debates	
<ul style="list-style-type: none"> • Mock debates on complex, real-world issues • Peer evaluation and self-reflection exercises • Final speech or debate performance • Applying advocacy skills in academic, professional, and public contexts 	
10) Materials	
Larsen -Hodge: The Art of Argument. Classical Academic Press, 2003	
11) Characteristics of the evaluation	individual and team exercises during the semester participation at the closing debate
12) Competences	
After completing this course, students will be able to:	
<ol style="list-style-type: none"> 1. Deliver structured extemporaneous speeches with effective use of verbal and nonverbal communication techniques, including organization, vocal projection, inflection, eye contact, and purposeful gestures. 2. Demonstrate foundational argumentation skills, including the ability to construct claims supported by warrants and evidence. 3. Engage in structured classroom debates on complex topics—particularly those related to legal policy, justice, and criminal law—by presenting and defending reasoned arguments. 4. Apply critical thinking and active listening skills to evaluate the strengths and weaknesses of arguments presented by others. 5. Identify and critique fallacious or manipulative argumentation techniques used in oral and written discourse. 6. Execute core debate strategies, including constructive speech, rebuttal, and cross-examination techniques, in a variety of advocacy contexts. 7. Utilize tactical skills such as evidence comparison, cost-benefit analysis, and effective note-taking to enhance persuasive effectiveness. 8. Adapt arguments to different audiences and rhetorical contexts, demonstrating sensitivity to tone, content, and communication style. 	

LEGAL DEVELOPMENTS IN THE INTERWAR PERIOD

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Prof. Dr. Norbert Varga			
7) Institute/Department		Department of Hungarian Legal History			
8) Main objectives of the course					
The aim of the course is to get students familiar with the methodology and recourses of legal history and the legal development in the interwar period. The student will learn about the economic and political changes caused by the world war which influenced the legal development as well. We put emphasis on the domestic and European comparative examination of codification movements.					
9) Content of the course					
<div>1. Methodology of legal history</div> <div>2. Sources of legal history</div> <div>3. The influences of economic and political progress on the legal development</div> <div>4. The intervention of the state in private law</div> <div>5. Codification in the interwar period</div> <div>6. The increase of prices and its codification</div> <div>7. The regulation of competition law</div> <div>8. The Hungarian regulation of cartel law</div> <div>9. The European regulation of cartel law</div> <div>10. The examination of cartel law in the common law</div> <div>11. The institutions inspecting cartels</div> <div>12. The participation of international organisations in the regulation of unfair competition and cartel law</div>					
10) Materials					
Geoffrey Jones - Jonathan Zeitlin (eds.): The Oxford Handbook of Business History. Oxford University Press, New York, 2007.					
Mark Jephcott: Law of Cartels. Jordan Publishing, Bristol, 2011.					
Francesco Parisi (ed.): The Oxford Handbook of Law and Economics. Vol II. Private and Commercial Law. Oxford University Press, New York, 2017.					
Norbert Varga: Regulation and Practice of Hungarian Cartel Law in the 20th Century. Athens Journal of Law 5:2, 2019.					
Norbert Varga: The European Roots of Hungarian Regulation of the Cartels Special Attention to the Foundation of Cartel Supervisory Public Authorities, Journal on European History of Law 11:2, 2020.					
11) Characteristics of the evaluation		Final written exam and oral presentation			
12) Competences					

Knowledge

- The course can be completed by students who is familiar with the historical foundations of the European legal system and the basic concepts of specialised law; know the basic historical institutions, know and analyse the main sources of legal history; can interpret legal history sources.
- Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his/her professional field
- Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field
- Possesses the methodological and research skills necessary to perform independent research in a given field

Skills

- The course can be completed by students who have a good command of the technical terminology used in the history of specialised law; can carry out an evaluative analysis of legal history documents; can identify legal problems and apply the rules for solving them; the ability to reason logically using examples from legal history; can critically analyse examples from legal history, the ability to use sources from legal history.
- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail

Attitudes

- The course can be completed by students who is committed to learning about the foundations of the legal institutions; open to learning about the historical development of each branch of law; takes a critical look at the system of sources of law in each area of law; is open to new knowledge, to reading specialist books and articles, and realises that historical literacy is an integral part of legal culture, without which a high quality of legal practice is unthinkable.
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently

Autonomy and responsibility

- The course can be completed by students who consciously and independently pursue self-development through the knowledge acquired in the course; treats the written work produced in the practical lesson as his/her own, and takes a reflective approach to it; be able to prepare independently to carry out assigned individual tasks; take responsibility for their own work.
- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to take part on an equal footing in a professional discussion of a given field

- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

**THE TERRITORIAL AND LOCAL ADMINISTRATIVE SYSTEM OF HUNGARY
 IN AN INTERNATIONAL COMPARATIVE AND INTERDISCIPLINARY
 PERSPECTIVE**

(doctoral programme - elective course)

1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Dr. Judit SIKET PhD			
7) Institute/Department		Public Law Institute			
8) Main objectives of the course					
<p>The main objective of the course is to introduce students to Hungary's territorial and local public administrative system, with a special focus on the local self-government system. The subject provides a general overview of the Hungarian local government system and examines specific aspects of local autonomy in detail. It examines the relationship between local governments and state bodies from the perspective of the protection of local self-government rights, the lawful exercise of powers, and economic autonomy. The in-depth analysis of autonomy elements discusses the effects of Europeanization, with particular regard to the Council of Europe's recommendations and monitoring activities related to local democracy. The subject matter focuses on the examination of the organizational system from the classic triad of public administration (organization, procedure, personnel), and aims to provide a detailed presentation of the organization and functions of local self-government administration, starting from a general description. It presents the essential content of local autonomy based on the European Charter of Local Self-Government. The course provides a wide scope for studying the Hungarian local government system, bearing in mind the application of European standards and values, and exploring development opportunities in light of the significant changes of the past decade.</p>					
9) Content of the course					
<p>1.) Introduction, the aim of the course, and expected outcomes</p> <p>2.) Different levels of public administration: central, territorial, and local organisations of administrative systems in a European comparison.</p> <p>3.) Two pillars of public administration: State administrative functions and local self-governance.</p> <p>4.) Theoretical foundations of local self-governance</p> <p>5.) European Charter of Local Self-Governments. Questions of local autonomy, the legal nature of the Charter. Monitoring system of the Charter.</p> <p>6.) The activity of the Council of Europe in the field of local democracy.</p> <p>7.) Examples from the examination of local and regional democracy by the practice of the Congress.</p> <p>8.) Local self-governments in Hungary, historical, organizational, and functional perspectives.</p> <p>9.) Some aspects of local autonomy (1): Legislative, financial and economic autonomy, organizational, personnel, and functional autonomy</p> <p>10.) Some aspects of local autonomy (2): Administrative supervision, legal protection of the right to local self-governance;</p> <p>11.) Results and effects of the Hungarian reform measures concerning the local self-government system.</p>					

12.) Development opportunities for the future in the field of territorial and local administration.	
10) Materials	
<p>András Patyi – Ádám Rixer – Gyula Koi (eds.): <i>Hungarian Public Administration and Administrative Law</i> (2014) https://real.mtak.hu/16308/</p> <ol style="list-style-type: none"> 1. The constitutional basis of Hungarian Public Administration (p.203-214.) 2. Institutional system of Hungarian Public Administration (central administration, territorial administration, local self-governments) (p.287-349) Fundamental Law of Hungary (25 April 2011) <p>Public Administration and Public Service Development Strategy, 2014-2020 https://www.oecd.org/en/publications/hungary-2017_9789264286535-en.html</p> <p>Judit Siket: <i>Territorial and local administrative system in Hungary</i>. (2020) https://eta.bibl.u-szeged.hu/3597/</p> <p>Judit Siket: Prevailing Tendencies in Local Self-Governance: Scope of Local Public Affairs and Territorial Trends in Europe. <i>Bratislava Law Review</i> 1/2017. (p.105-114.)</p> <p>Judit Siket: Local Governments in the System of Separation of Powers – Regulatory Powers in the Field of Local Public Affairs. <i>Recent Challenges of Public Administration</i> 3 <i>Iurisperitus Kiadó</i>, Szeged, 2019. (p.108-121.)</p> <p>European Charter of Local Self-Government https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/122</p> <p>Monitoring Report and Reports on the practice of the Council of Europe's Congress.</p> <p>Public administration characteristics and performance in the. EU European Commission</p> <p>Hungarian Fundamental Law (25 April 2011)</p> <p>Act CLXXXIX of 2011 on Local Governments of Hungary</p>	
11) Characteristics of the evaluation	<p>Personal presence and class activity are required to complete the course. The student independently elaborates on monitoring reports prepared on the local government system of a selected member state of the Council of Europe, presents it orally, and generates discussion. The final mark for the course is based on the assessment of the presentation and the result of the closing test.</p>
12) Competences	
<p>Knowledge</p> <ul style="list-style-type: none"> • Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies, and exact limits, consensual and contentious correlations of his/her professional field • Has a creative understanding of the theoretical elements, correlations, conceptual systems, and terminology of a given field • Possesses the methodological and research skills necessary to perform independent research in a given field • Has an understanding of the power and service function of public administration 	

- Has an in-depth knowledge of the main characteristics and international trends of public administration development
- Has an understanding of the relationship between the state government and local self-governments
- Has a creative understanding of the requirements and main elements of local autonomy based on the European Charter of Local Self-Government, ensuring the protection of local government rights.

Skills

- Capable of analysing a given field creatively, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to plan and carry out new projects, conduct research in a given field of science, and develop new techniques and approaches
- Able to identify unanticipated professional problems and explore the theoretical and practical background needed for solving them in detail
- Able to establish and disseminate new correlations vital for his/her profession as well as comprehensive links having significance for individual and community existence
- Able to describe comprehensively the centralization and decentralization trends in public administration
- Able to identify the political and administrative significance of the local self-government system
- Able to define the political and legal concept of local autonomy
- Able to interpret the concept of local self-government rights protection

Attitudes

- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of scientific networking as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently
- Represents and mediates realistic trust or distrust in public power, with a commitment to the common good
- Interested in organizational innovation in public administration, armed with sensitivity and caution towards reforms
- Committed to the essentially democratic content of local self-government
- Represents and transmits the principle of the service-oriented state
- Committed to the necessity of frequent checks and balances in public life

Autonomy and responsibility

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to participate as a leader and give evidence of high skills for cooperation in the process of defining theoretical and practical issues
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his/her profession with responsibility

- Develops the ability to interpret accurately the delicate balance between changes and preservation in the organizational system of public administration
- Able to argue theoretically for and against the necessity of public authority interventions

COMPARATIVE ANALYSIS OF CONSTITUTIONAL STABILITY					
(doctoral programme - elective course)					
1) Credit:	5	2) Contact hours (weekly - average - full-time students)	2	3) Semester:	Spring
4) Course type:	Lecture		5) Outcome of evaluation:	Examination mark (1-5)	
6) Lecturer(s)		Zsuzsa Szakály			
7) Institute/Department		Institute of Public Law			
8) Main objectives of the course					
<p>The aim of the course is to show the characteristics of constitutional stability through the comparative method. Constitutional stability can be a significant measurement of a state's condition of the rule of law and democracy and the stability of government as well.</p> <p>First, the definition and general measures of constitutional stability will be examined, then the European countries in detail, with extra measure on the microstates. The constitutional stability of America, Asia and Africa will be analysed, to shed light on the constitutional peculiarities of these parts of the world.</p> <p>Constitutional stability is an important imprint of a country's history, as the adoption of a new constitution or an amendment of a current one usually a result of political, social or economic change in a state.</p>					
9) Content of the course					
<div><div>2. Sovereignty and constitutional stability</div><div>3. Minimum criteria of the state</div><div>4. Characteristics of constitutional stability</div><div>5. How to measure constitutional stability?</div><div>6. Constitutional stability in the Eastern European countries</div><div>7. Constitutional stability in the Western European countries</div><div>8. Constitutional stability in the Northern European countries</div><div>9. Constitutional stability in the Southern European countries</div><div>10. Constitutional stability in the microstates of Europe</div><div>11. Constitutional stability in the microstates of the world</div><div>12. Constitutional stability in America</div><div>13. Constitutional stability in Asia</div><div>14. Constitutional stability in Africa</div><div>15. Summary</div></div>					
10) Materials					
<p>Albert, R.: Constitutional Amendments. Making, Breaking, and Changing Constitutions, New York, Oxford University Press. 2019.</p> <p>Bekink, B.: Balancing constitutional stability and flexibility: An evaluation of the constitutional amendment procedures. Journal of South African Law. 2004/4.</p> <p>Elkins Z, Ginsburg T, Melton J.: The Endurance of National Constitutions. Cambridge University Press. 2009.</p> <p>Levinson, S. (ed.): Responding to Imperfection, The Theory and Practice of Constitutional Amendment. 1st, New Jersey, Princeton University Press, Princeton. 1995.</p> <p>Rezvani, D. A.: Surpassing the sovereign state: the wealth, self-rule, and security advantages of partially independent territories. Oxford University Press. 2014.</p>					

Rosenfeld, M., Sajó, A. (eds.): The Oxford Handbook of Comparative Constitutional Law, 1st, Oxford, Oxford University Press. 2012	
11) Characteristics of the evaluation	Writing a 20.000 characters long essay about the constitutional stability of a chosen state, examining the formal and informal characteristics and the social, political and economic effects as well.
12) Competences	
<p>Knowledge Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field</p> <p>Skills Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her professional field</p> <p>Attitudes Disposes of an interest and learning skills, which permits him/her to identify and solve research problems of the field which are covert or unpredictable at the moment</p> <p>Autonomy and responsibility Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently</p>	