

<b>Course title:</b> 20th Century Social and Cultural History of Hungary	<b>Credit number:</b> 4
<b>Type of lessons:</b> lecture/seminar format	
<b>Number of lectures/seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> in-class written test	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>The course is designed to provide competences in understanding the basic facts of 20th century Hungarian society and culture. Providing a brief overview of the major trends of social development in the 18th and 19th centuries, the course focuses on the fundamentals of demography, social stratification, the varying patterns of mentality and those of cultural life in 20th century Hungary. Among the phenomena of the latter the course will glimpse upon the changing practices of everyday life in the different epochs of 20th century, as well as some major and outstanding cultural products and personalities in visual arts and films, music, literature, architecture and design. The course will also observe the lives of communities of different denominations, the changing patterns of religiosity in 20th century Hungary.</p> <p>The course will also make students get acquainted with major cultural icons from Béla Bartók to Albert Szentgyörgyi, from László Moholy-Nagy to Miklós Jancsó, from Zsigmond Móricz to Péter Nádas of 20th century cultural life in Hungary.</p>	
<p><b>Learning objectives:</b></p> <p>Students will learn the basics of what it might have been like to live in Hungary in the 20th century. They will have a glimpse of everyday life in the household of a small holder peasant family in an eastern Hungarian village before WW I, and that of a middle-class family in Budapest in the 1930s. Similarly, what it might have been like to live in the home of a miner in the 1950s, or that of a school teacher in a small town in the 1970s.</p>	
<b>Required and optional reading</b>	
(The 3-5 most important required and optional pieces of reading):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Kósa, László (ed.), <i>A Cultural History of Hungary in the Nineteenth and Twentieth Centuries</i>, Budapest: Corvina, 2000.</li> <li>2. Éri, Gyöngyi, Jobbágyi, Zsuzsa (eds.), <i>A Golden Age: Art and Society in Hungary, 1896-1914</i>, Budapest: Corvina, 1997.</li> <li>3. Pataki, Gábor, <i>The History of Hungarian Art in the Twentieth Century</i>, Budapest: Corvina, 1999.</li> </ol>	
<p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Held, Joseph (ed.), <i>The Columbia History of Eastern Europe in the Twentieth Century</i>, New York: Columbia University Press, 1992.</li> </ol>	

2. Kósa, László (ed.), *A Cultural History of Hungary in from the Beginnings to the Eighteenth Century*, Budapest: Corvina, 1999.
3. Vadas, József, *A Pictorial History of Hungarian Art*, Budapest: Corvina, 1998.

**Course syllabus:**

**Week 1** – Introduction: What are Hungarians like?

**Week 2** – Hungary at the gate of modernisation (basic facts)

**Week 3** – Everyday life and cultural milieu in Pre-WW I Hungary (1)

**Week 4** – Everyday life and cultural milieu in Pre-WW I Hungary (2)

**Week 5** – In a vacuum: life and culture in Hungary in the 1920s

**Week 6** – Crises: life and culture in Hungary in the 1930s

**Week 7** – Casualties and consequences: Hungary in WW II  
Attempts and experiments: Post WW II Hungary (1945-1948)

**Week 8** – Desperation and Thawing: everyday life and cultural milieu in Hungary in the 1950s and 1960s

**Week 9** – Fermentation: everyday life and cultural milieu in Hungary in the 1970s and 1980s

**Week 10** – 1989: life and culture in a shifting country

**Week 11** – A shifting culture: life in Hungary in the 1990s

**Week 12** – A shifting culture: life in Hungary in the 2000s

**Week 13** – End-Term Test

**Course instructor in charge:** Attila Kőszeghy, assistant lecturer

**Additional course instructor(s):** –

<b>Course title:</b> Group Training 1	<b>Credit number:</b> 2
<b>Type of lessons:</b> seminar format	
<b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> qualified signature (regular attendance and active participation are required)	
<b>Place in curriculum:</b> 6th / spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<b>Course content:</b>	
<p>Discussing the rules of group work; creating an atmosphere of trust; giving active and supportive attention, providing positive emotional care, giving feedbacks; comprehending and analysing behaviour patterns in group situations and simulated pedagogical situations; practising facilitating communication; planning and setting goals and developing a positive vision of the future; closing and assessment of the activity.</p>	
<b>Learning objectives:</b>	
<p>By the end of the course students will gain experience in</p> <ul style="list-style-type: none"> <li>• introducing themselves within the limits offered by the group, turning to their fellows openly and with interest,</li> <li>• giving feedbacks that are straight and tactful at the same time</li> <li>• relating to their fellows with empathy and without prejudice</li> </ul>	
<b>Required and optional reading</b>	
(The 3-5 most important required and optional pieces):	
<b>Required reading:</b>	
<ol style="list-style-type: none"> <li>1. Gordon, Thomas: <i>Teacher Effectiveness Training</i>. 1974. New York, P. H. Wyden.</li> <li>2. Burch, Noel; Gordon, Thomas: <i>Good Relationships: What Makes Them, What Breaks Them</i>. 2000.</li> <li>3. Discipline as Self-Control. <a href="https://prezi.com/atuhtzxbuhwu/discipline-as-self-control-thomas-gordon/">https://prezi.com/atuhtzxbuhwu/discipline-as-self-control-thomas-gordon/</a> (retrieved 14 June, 2016)</li> </ol>	
<b>Optional reading:</b>	
<ol style="list-style-type: none"> <li>1. Berne, Eric: <i>Games People Play. The Psychology of Human Relationships</i>. 1968. London, Andre Deutch Ltd.</li> <li>2. Berne, Eric: <i>What Do You Say After You Say Hello? The Psychology of Human Destiny</i>, 1975, UK, Corgi.</li> </ol>	
<b>Course syllabus:</b>	
<b>Week 1</b> – Introduction to group work: drafting and adopting the common rules of group work, defining the common goals of the group	

**Week 2** – Getting to know each other: introducing ourselves, creating an atmosphere of confidence and openness

**Week 3** – Drafting straight opinions and feelings, self-communication

**Week 4** – Biography overview: past and present

**Week 5** – Exploring and discussing conflicts and issues that are features of the age (troubles of acquiring and undertaking the adult role)

**Week 6** – Conflict resolution - situational games

**Week 7** – Conflict resolution - situational games

**Week 8** – Social effectiveness training in dramatic situations: improving verbal communication skills

**Week 9** – Social effectiveness training in dramatic situations: improving non-verbal communication skills

**Week 10** – Psychological immune competence

**Week 11** – Co-operation, joint experience

**Week 12** – Planning and setting goals and developing a positive vision of the future

**Week 13** – Assessment of the activity, feedbacks: closing

**Course instructor in charge:** Ildikó Pinczésné Palásthy (PhD), college professor

**Additional course instructor(s):** Viktória Tamusné Molnár , lecturer

<b>Course title:</b> History and Culture of the Biblical World	<b>Credit number:</b> 4
<b>Type of lessons:</b> seminar format	
<b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> research paper	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<b>Course content:</b>	
<p>The course focuses on three main topics:</p> <ol style="list-style-type: none"> <li>1) The archaeology, political, economic and social history of Ancient Palestine ca. 1500 BC – 130 AD. This long period over a millennium covers the so-called biblical history from the prologue (the ancestor traditions) until the last Jewish revolt after the destruction of the Second Temple of Jerusalem (Bar Kokhba).</li> <li>2) The religion and culture of ancient Israel.</li> <li>3) Second Temple Judaism and Christian beginnings.</li> </ol>	
<b>Learning objectives:</b>	
<ol style="list-style-type: none"> <li>1) <u>Contextual Bible Study</u>: Biblical texts reflect on experiences of real people, and for their adequate interpretation students should get in-depth understanding of everyday life in Ancient Israel.</li> <li>2) <u>'Past to Present' Approach</u>: students should learn to evaluate Biblical events and demands in their original context and build this information into their own theological reasoning.</li> </ol>	
<b>Required and optional reading</b>	
(The 3-5 most important required and optional pieces):	
<b>Required reading (author, title, year of publication, place of publication, publisher)</b>	
<ol style="list-style-type: none"> <li>1. Coogan, Michael D. (Ed.): <i>The Oxford History of the Biblical World</i>. NY, Oxford University Press, 1998.</li> <li>2. Anderson, Bernhard W. – Bishop, Steven – Newman, Judith: <i>Understanding the Old Testament (5<sup>th</sup> Edition)</i>. Pearson Prentice Hall, 2006.</li> <li>3. Aharoni, Yohanan – Avi-Yonah, Michael – Rainey, Anson F. – Safrai, Ze'ev – Notley, Steven R.: <i>The Carta Bible Atlas (5<sup>th</sup> Edition)</i>. Jerusalem, Carta, 2011.</li> </ol>	
<b>Optional reading</b>	
<ol style="list-style-type: none"> <li>1. Selected entries from Bible lexicons: <i>The Anchor Bible Dictionary Vols. 1-6.</i>, Doubleday, 1992; <i>The New Interpreter's Bible Dictionary Vols. 1-5.</i>, Abingdon, 2009).</li> <li>2. Lieu, Judith M. – Rogerson, J. W.: <i>The Oxford Handbook of Biblical Studies</i>. Oxford, Oxford University Press, 2008.</li> <li>3. Miller, Patrick D.: <i>The Religion of Ancient Israel</i>. Louisville, Kentucky Westminster John Knox Press, 2000.</li> </ol>	
<b>Course syllabus:</b>	

**Week 1 – Setting the stage.** Archaeological research in the land(s) of the Bible. Geography, archaeological periods and terminology. History of research: oriental and Palestinian studies; Biblical Archaeology.

**Week 2 - Palestine in the Bronze Age.** The Ancient Near East in the second and first millennia BC. Palestine in the Amarna Age.

**Week 3 – Early Israel in Palestine.** Tribes, nomads and their lifestyle in the Ancient Near East. The religion and culture of the ancestors. The origin of Yahwism.

**Week 4 – State formation and cities in Ancient Israel.** Issues of leadership from chiefdoms to monarchy. City, temple, dynasty (cultural analysis and spheres of influence).

**Week 5 – Ancient Israelite society.** The royal household. Scribes, priests, prophets. Village society, animal husbandry. Widows, orphans.

**Week 6 – The neighbors of Israel.** Philistines, Edomites, Moabites, Ammonites, Phoenicians and Arameans. Their influence on Israel and Judah in the Iron Age.

**Week 7 – World powers of the Iron Age.** Assyrians and Babylonians: capital cities, culture. The phenomena of ancient empires.

**Week 8 – Ancient Near Eastern texts and the Bible.** Ebla, Nuzi, Mari, Ugarit, Tell el-Amarna; monumental inscriptions and archival documents (Mesopotamia, Egypt, Palestine, Transjordan).

**Week 9 – Ancient Israelite religion(s).** El, YHWH, Baal. Goddesses in ancient Israel. The problem of syncretism. Religious reforms in the Bible.

**Week 10 – Archaeology and Culture of Hellenistic and Roman Palestine.** Alexander the Great and the beginnings of Hellenism. The Maccabees. Herod the Great.

**Week 11 – Everyday life in Early Roman Palestine.** The influence of Roman occupation. Peasants, fishermen, masons: the life of ordinary people in Roman Palestine. Palaces and luxury. Political parties, sects.

**Week 12 – Texts from the desert: The Dead Sea Scrolls.** The settlement of Khirbet Qumran. The discovery of the scrolls. Qumran and the history of the biblical text.

**Week 13 – Jews and Christians in Roman Society.** Jews and Christians in the major cities of the Roman Empire. The Jewish war and the Bar Kokhba revolt. Flavius Josephus, Philo, Suetonius, Tacitus.

**Course instructor in charge:** Dr. habil. Előd Hodossy-Takács, university associate professor

**Additional course instructor(s):** –

<b>Course title:</b> Hungarian as a Foreign Language	<b>Credit number:</b> 4
<b>Type of lessons:</b> seminar format	
<b>Number of lectures/seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> ongoing, oral and written, ends with a grade	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>The course aims to help visiting students to feel confident in getting around in Hungarian and to integrate easily. With major emphasis on everyday situations it also offers basic awareness to students in the structures of the Hungarian language, necessary for successful survival. Since students will mostly use the target language in various situations the course focuses on the vocabulary and phrases most frequently used in everyday communication. Though having a planned course content it also allows for flexibility as need arises.</p> <p><b>Learning objectives:</b></p> <p>The course improves the four basic language skills (reading, listening, speaking, and writing), but as oral communication tends to be more important in a native-speaking environment, listening and speaking get a heavier emphasis. The three basic components of the communicative competence (linguistic, sociolinguistic and pragmatic) are all included.</p> <p>By the end of the course students will have achieved a level in Hungarian where they are confident in making basic conversations and can get their message through.</p>	
<p><b>Required and optional reading</b> (The 3-5 most important required and optional pieces):</p>	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Szita, Szilvia, Pelcz, Katalin: <i>Magyarok 1. Magyar Nyelvkönyv + Nyelvtani Munkafüzet A1-A2</i>. 2013, Pécs: Pécsi Tudományegyetem</li> <li>2. Marschalkó, Gabriella: <i>Hungarolingua. Basic Level 1</i>. 2011. Debrecen: Debreceni Nyári Egyetem</li> <li>3. Budai, László: <i>A magyar mint idegen nyelv grammatikája</i>. 2015. Budapest: L'Harmattan</li> <li>4. <u>Pelcz Katalin, Szita, Szilvia: <i>1 szó mint 100. Magyar-angol tematikus szókincstár / Hungarian Vocabulary by Topic</i>. 2011. Budapest: Akadémiai Kiadó</u></li> </ol>	
<p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. <u>Szita, Szilvia, Görben Tamás: <i>Gyakorló magyar nyelvtan + szójegyzék / A Practical Hungarian Grammar + Glossary</i>. 2010. Budapest: Akadémiai Kiadó</u></li> </ol>	

2. Hegedűs, Rita: *PONS Grammar Practical and Easy Hungarian*. 2012. Budapest: Klett Kiadó

**Course syllabus: a tentative plan**

**Week 1** – Introduction to the course. Features of the Hungarian language. Getting introduced. The immediate environment. The verb “to be” (“lenni”). Adjectives.

**Week 2** – Personal data. The alphabet and the principle of letter-sound referencing. Numbers. Expressing possession. Basic greetings and conversation turns.

**Week 3** – Location. Getting around. Giving directions.

**Week 4** – Shopping for food. Names of articles

**Week 5** – Services (bank, post office)

**Week 6** – Transport, travelling. Buying tickets.

**Week 7** – Going out 1. Dining

**Week 8** – Going out 2. Arranging to meet. Time.

**Week 9** – Daily routine. Leisure time.

**Week 10** – Studying at home and abroad.

**Week 11** – Past events. The past tense. Culture.

**Week 11** – Famous people / Famous Hungarians.

**Week 12** – Travelling around Hungary.

**Week 13** – A summary, revision.

**Course instructor in charge:** Erika Szirmai, language teacher

**Additional course instructor(s):** –



<b>Course title:</b> Information and Communication Technology 1	<b>Credit number:</b> 3
<b>Type of lessons:</b> lecture and laboratory practice <b>Number of lectures/seminars:</b> 3 hours per week	
<b>Type of evaluation:</b> oral and written exams; laboratory tests	
<b>Place in curriculum:</b> second/spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<b>Course content:</b>	
<p>LECTURE: Information science and related fields. The information society. Social generations. History of information, communication, computers and the internet. Basic concepts: data, information and knowledge. Data representation and encoding. Binary and hexadecimal codes. The Shannon-Weaver model of communication. Quantities of information. Analog signals, digitizing, digital representation of multimedia data. Encoding of text, graphics and sound. Data compression. Various file formats. Computer architectures and platforms. The von Neumann architecture. Main hardware components. The concept of algorithm. Ways of expressing algorithms. Programming languages. Types of software. Main software components of a computer. Operating systems. Graphical, text-based and command line user interfaces. Utility software. Basics of computer networks. The OSI and TCP/IP reference model. Data and information security. The World Wide Web. Creating simple web pages. Information search through the internet. Search engines. Web 2.0.</p> <p>LABORATORY: The Windows operating system. The basics of the system (file system, folders structure, basic settings etc.). Various utilities: Total Commander, Notepad (Notepad++), Paint, IrfanView, etc. The basics of MS Office applications: Word, Excel, PowerPoint. Useful web pages.</p>	
<b>Learning objectives:</b>	
<p>The aim of the course is to provide students with basic theoretical and practical knowledge, as well as problem-solving and other transferable skills in the field of ICT (often called as 'informatics'). The lectures cover the main aspects of ICT (i.e. basic terminology, key concepts, definitions, examples, etc. of selected fields). Computer laboratory practice focuses mainly on the ability to use common software applications including e.g. file manager and data compression utilities, graphics software, image viewers, text editors, and optionally word processors, spreadsheets, presentation software and web browsers. The course challenges and helps students to develop useful and lifelong skills and to practise them regularly and effectively at home, school and work, in different home, learning and work environments.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<b>Required reading</b>	
<ol style="list-style-type: none"> <li>1. Graves, Michael: Computer Technology Encyclopedia. Delmar Cengage Learning, 2008. (ISBN-13: 978-1-4283-2236-3)</li> </ol>	

[https://books.google.hu/books/about/Computer\\_Technology\\_-\\_Encyclopedia.html?id=WRI4F\\_nQfioC&redir\\_esc=y](https://books.google.hu/books/about/Computer_Technology_-_Encyclopedia.html?id=WRI4F_nQfioC&redir_esc=y) (2016-06-27)

2. Henderson, Harry: Encyclopedia of Computer Science and Technology. New York: Facts On File - Infobase Publishing, 2009. (ISBN-13: 978-0-8160-6382-6)  
[https://books.google.hu/books/about/Encyclopedia\\_of\\_Computer\\_Science\\_and\\_Tec.html?id=3Tla6d153uwC&redir\\_esc=y](https://books.google.hu/books/about/Encyclopedia_of_Computer_Science_and_Tec.html?id=3Tla6d153uwC&redir_esc=y) (2016-06-27)

### Optional reading

1. Wikipedia. <https://en.wikipedia.org/> (2016-06-12)
2. Webopedia: Online Tech Dictionary for IT Professionals. <http://www.webopedia.com/> (2016-06-27)
3. Computer Glossary, Computer Terms – Technology Definitions and Cheat Sheets from WhatIs.com – The Tech Dictionary and IT Encyclopedia. <http://whatis-techtarget.com/> (2016-06-27)
4. Computer technology, computer technologies – WordWeb dictionary definition. <http://www.wordwebonline.com/en/COMPUTERTECHNOLOGY> (2016-06-27)
5. Windows help. <https://support.microsoft.com/en-us/products/windows?os=windows-10/> (2016-06-20)
6. Microsoft Office help and training – Office Support. <https://support.office.com/> (2016-06-20)

### Course syllabus:

**Week 1** - Information science and related fields: information technology (IT), information and communications technology (ICT), informatics, computer technology, computer science. The information society. Social generations.

**Week 2** - History of information, communication and computers (computing devices, analog computers, electromechanical devices, generations of digital computers etc.). From the ARPANET to the modern internet.

**Week 3** - Basic concepts: data, information and knowledge. Data representation and encoding. Binary and hexadecimal codes. The Shannon-Weaver model of communication. Quantities of information.

**Week 4** - Analog signals, digitizing, digital representation of multimedia data. Encoding of text, graphics and sound. Data compression. Various file formats.

**Week 5** - Computer architectures and platforms. The von Neumann architecture (fully electronic and automatic computing; stored program, binary notation; CPU, memory and i/o devices; sequential execution of instructions; universal Turing machine).

**Week 6** - Types of computers. Main hardware components of a personal computer (computer case, power supply, mainboard, CPU, memory, video card, expansion cards, storage and i/o devices etc.).

**Week 7** - The concept of algorithm. Ways of expressing algorithms (natural language, flowcharts, pseudocode etc.). Some examples. Programming languages.

**Week 8** - Types of software (system software, utility and application software, program development tools etc.). Main software components of a personal computer. The basics of MS Office applications: Word, Excel, PowerPoint.

**Week 9** – Operating systems, basic functions. Types of operating systems. The basics of the Windows operating system (file system, folders structure, basic settings etc.).

**Week 10** - Graphical, text-based and command line user interfaces. Basic commands. Examples of utility software (Total Commander, Notepad or Notepad++, Paint, IrfanView etc.).

**Week 11** - Basics of computer networks. The OSI and TCP/IP reference model. Data and information security. Security issues on the internet. Digital signature.

**Week 12** - The World Wide Web (client-server architecture, browsers etc.). The concept of hypertext. The HTML and CSS language. Creating simple web pages.

**Week 13** - Information search through the internet. Search engines. Accessibility issues, the WCAG standard. Web 2.0 services (social networking sites, blogs, wikis, internet forums, video sharing etc.). Useful web pages.

**Course instructor in charge:** Dr. habil. István Boda, college professor

**Additional course instructor(s):** –

<b>Course title:</b> Intercultural Communication	<b>Credit number:</b> 2/4
<b>Type of lessons:</b> seminar format <b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> written exam	
<b>Place in curriculum:</b> 4th/spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>The course is an introduction to the main directions and developments of intercultural communication with primary focus on intercultural adaptation, adjustment, and acculturation. The course offers different angles to access and problematize the concept of culture—a necessary move to understand the multiple embeddedness even of our own cultural selves and what “intercultural” may mean in different contexts. The central question, however, revolves around how effective communication can be achieved as well as what constraints shape our self-perception and our perception of others in an intercultural encounter.</p> <p><b>Learning objectives:</b></p> <p>The course seeks to sensitize students to their own multiple cultural embeddedness and to the heterogeneity of their own culture. The course also raises the level of mindfulness in intercultural encounters and offers methods to analyze, manage, and resolve conflicts deriving from cultural differences.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Minkov, Michael. <i>Cross-Cultural Analysis: The Science and Art of Comparing the World’s Modern Societies and Their Cultures</i>. Thousand Oaks: Sage, 2013.</li> <li>2. Hofstede, Geert et al. <i>Cultures and Organizations: Software of the Mind</i>. New York: McGraw Hill, 2010.</li> <li>3. Gudykunst, William B., ed. <i>Theorizing about Intercultural Communication</i>. Thousand Oaks: Sage, 2005.</li> <li>4. Eade, John and Michael J. Sallnow. <i>Contesting the Sacred: The Anthropology of Christian Pilgrimage</i>. New York: Routledge, 2000.</li> <li>5. Featherstone, Mike and Lash, Scott, eds. <i>Spaces of Culture: City, Nation, World</i>. London: Sage, 1999.</li> </ol> <p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Gilroy, Paul. <i>The Black Atlantic: Modernity and Double Consciousness</i>. London: Verso, 1993.</li> </ol>	

2. Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press, 1996.
3. Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge, Mass.: Harvard University Press, 1997.
4. Hecht, Michael et al. *African American Communication: Exploring Identity and Culture*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2003.

**Course syllabus:**

**Week 1** - Concepts of culture

**Week 2** - Layers of culture and cultural dimensions

**Week 3** - Beyond culture

**Week 4** – Transculturation-interculturation

**Week 5** - Culture and identity

**Week 6** - Intercultural adaptation

**Week 7** - Culture and imagination

**Week 8** - Effective communication

**Week 9** - Communication incorporating culture

**Week 10** - Adjustment and acculturation

**Week 11** – Co-cultural and Muted Group Theory

**Week 12** - Intercultural space as contested space

**Week 13** - Stereotyping

**Course instructor in charge:** Dr. habil. Péter Gaál-Szabó, college professor

**Additional course instructor(s):** –

<b>Course title:</b> Introduction to Central European Identity	<b>Credit number:</b> 4
<b>Type of lessons:</b> lecture/seminar format	
<b>Number of lectures/seminars:</b> 1+1 (=2) hours per week	
<b>Type of evaluation:</b> in-class tests	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b>  The course is designed to provide competences in understanding the basic facts of Central European history in the 20th century. The Central European region from the Baltic to the Adriatic Sea was destined by two world wars and two totalitarian systems to become the victim of both. Both wars and both regimes (Fascist and communist) left the region in a desperate state that was not followed by anything similar to the post-WW II economic boom of the western European region. The traumatic first half of the 20th century makes its legacy a must for anyone who wants to understand the rest of the century in this diverse region of smaller and bigger nationalities, smaller and bigger minority groups. Both Estonia and Denmark were occupied by German troops during World War II, but as Timothy Snyder observes in his book (<i>Bloodlands: Europe between Hitler and Stalin</i>): 99% of the Jewish population of Estonia perished in the Holocaust while 99% of that of Denmark survived it. What makes the horrendous difference? Why were western European societies so much more resistant to the destructive effects of totalitarian regimes? And conversely, why were our Central European societies so prone to be victimized? How do these issues add to what we call contemporary central European identity? The course aims at inviting students to addressing these questions.</p> <p><b>Learning objectives:</b>  Students will learn the basic facts of the geography and the history of the countries in the region. By gaining a knowledge of the basic facts of the region students will acquire a better understanding of the elements Central European Identity.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Held, Joseph (ed.), <i>The Columbia History of Eastern Europe in the Twentieth Century</i>, New York: Columbia University Press, 1992.</li> <li>2. Rothschild, Joseph and Wingfield, Nancy, <i>Return to Diversity: A Political History of East-Central Europe since World War II</i>, New York, Oxford: Oxford University Press, 2000.</li> <li>3. Snyder, Timothy, <i>Bloodlands: Europe between Hitler and Stalin</i>, New York: Basic Books, 2010.</li> </ol>	

**Optional reading:**

1. Dahrendorf, Ralf, *After 1989: Morals, Revolution, and Civil Society*, New York: Palgrave MacMillan, 1997.
2. Rothschild, Joseph, *East Central Europe between the Two World Wars*, Seattle: University of Washington Press, 1977.

**Course syllabus:**

**Week 1** – Introduction: Central European Identity

**Week 2** – Countries in the Central European region (basic facts)

**Week 3** – Pre-WW I Central Europe

**Week 4** – WW I in Central Europe

**Week 5** – Central Europe between the world wars

**Week 6** – Central Europe and WW II (1)

**Week 7** – Central Europe and WW II (2)

**Week 8** – Tehran & Jalta: Consequences of WW II in Central Europe

**Week 9** – Post WW II alliances and the Cold War (1)

**Week 10** – Post WW II alliances and the Cold War (2)

**Week 11** – Post-1989 Central Europe (1)

**Week 12** – Post-1989 Central Europe (2)

**Week 13** – End-Term Test

**Course instructor in charge:** Attila Kőszeghy, assistant lecturer

**Additional course instructor(s):** –

<b>Course title:</b> Introduction to Christian Denominations with a Special Regard to Hungary	<b>Credit number:</b> 3
<b>Type of lessons:</b> lecture format <b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> essay, 5000 words	
<b>Place in curriculum:</b> spring semester	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>The course offers a basic introduction to the colourful world of Christianity as a world religion, with a special regard to the religious context of Central and Eastern Europe and of Hungary. The students are introduced to the changing landscape of world Christianity and to the special context of the life of the churches in Central and Eastern Europe. A detailed introduction is given to the religious situation of Hungary, which is used as case study for the region. The basic teachings of the main Christian denominations are presented by means of comparative study of their teaching about the Sacraments. The course offers an outlook to the question of new/post-modern religiosity, too.</p> <p><b>Learning objectives:</b></p> <p>The student will acquire sufficient basic knowledge of the global situation of Christianity and will have a detailed insight to the religious situation of Central and Eastern Europe, with a special regard to Hungary. The student will be able to discern the differences and similarities of the mainline Christian denominations and will be assisted by the acquired knowledge to make responsible and theologically informed decisions in ecumenical contexts.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Rhodes, Ron: <i>A Complete Guide to Christian Denominations</i>, Harvest House Publishers, Eugene, Oregon, 2015.</li> <li>2. <i>Together Towards Life. Mission and Evangelism in Changing Landscapes</i> (<a href="https://www.oikoumene.org/en/resources/documents/commissions/mission-and-evangelism/together-towards-life-mission-and-evangelism-in-changing-landscapes">https://www.oikoumene.org/en/resources/documents/commissions/mission-and-evangelism/together-towards-life-mission-and-evangelism-in-changing-landscapes</a>)</li> <li>3. Jenkins, Philip: <i>God's Continent. Christianity, Islam and Europe's Religious Crisis</i>, Oxford University Press, Oxford, 2007.</li> </ol> <p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Johnson, Todd M – Ross, Kenneth R et al. (eds.): <i>Atlas of Global Christianity</i>, Edinburgh University Press, Edinburgh, 2009.</li> </ol>	



2. Jenkins, Philip: *The Next Christendom. The Coming of Global Christianity*, Oxford University Press, Oxford, 2011. (3rd.ed.)

**Course syllabus:**

**Week 1** - Introduction

**Week 2** - The Changing Landscape of World Christianity 1 – Facts and Figures

**Week 3** - The Changing Landscape of World Christianity 2 – Trends and Challenges

**Week 4** – The Religious Context of Central and Eastern Europe

**Week 5** - Christianity in Hungary Today

**Week 6** – Introduction to the Mainline Christian Denominations

**Week 7** – The Sacrament of Baptism

**Week 8** - The Sacrament of Confirmation. The Sacrament of Penance and Reconciliation

**Week 9** – The Sacrament of Eucharist

**Week 10** – The Sacrament of the Anointing of the Sick, The Sacrament of Matrimony

**Week 11** – The Sacrament of Holy Orders

**Week 12** – Global Christian Organisations

**Week 13** – Post-Modern Religiosity and New Religious Movements

**Course instructor in charge:** Rev. Dr. László Gonda, university associate professor

**Additional course instructor(s):** –

<b>Course title:</b> Introduction to Christian Theology (Foundations of Our Christian Faith)	<b>Credit number:</b> 3
<b>Type of lessons:</b> lecture/seminar format <b>Number of lectures/seminars:</b> 1+1 (=2) hours per week	
<b>Type of evaluation:</b> Exam and weekly reading diary accounts	
<b>Place in curriculum:</b> 2nd /spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>This course is an introduction to the basic teachings of Christian Theology dealing with such themes as Christology, Trinity, Ecclesiology, Eschatology, Anthropology and alike. Students are required to attend all lectures, prepare notes weekly and give an account of their knowledge gained.</p> <p><b>Learning objectives:</b></p> <p>Students will acquire a basic understanding and knowledge of selected theological topics and a general view of the discipline of Systematic Theology. They will learn the skills of critical thinking, reasoning and expressing their deeply held beliefs in a way that is comprehensible to another person who participates in the discourse. Students will nurture a capacity to solve problematic issues of theology and present the issues at stake clearly, coherently and engagingly.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Barth, Karl, <i>Dogmatics in Outline</i> (London: SCM Press, 2001).</li> <li>2. Bavinck, Herman, John (eds.), <i>Reformed Dogmatics</i> (Grand Rapids, MI: Baker Academic, c2011).</li> <li>3. Migliore, Daniel, <i>Faith Seeking Understanding: An Introduction to Christian Theology</i> (Grand Rapids: W.B. Eerdmans, 1991.)</li> <li>4. McGrath, Alaister, <i>Introduction to Christian Theology</i> (Oxford, University Press, 1998).</li> </ol> <p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Berkhof, H., <i>Christian Faith: An Introduction to the Study of the Faith</i> (Grand Rapids: Eerdmans, 1979.)</li> <li>2. Heppe, H., <i>Reformed Dogmatics</i> (London, Allen Unwin, 1950).</li> <li>3. Hobbs, H. H., <i>Fundamentals of Our Faith</i> (London, Broadman, 1960).</li> <li>4. Hodge, A. A., <i>Evangelical Theology</i> (Edinburgh, Banner of Truth, 1976).</li> <li>5. Hodge, C., <i>Outlines of Theology</i> (Edinburgh, Banner of Truth, 1983).</li> </ol>	

6. Theissen, H.C., *Introductory Lectures in Systematic Theology* (Grand Rapids: Eerdmans, 1963).
7. Zahl, Paul, *A Short Systematic Theology* (Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 2000)
8. Ravasz László, *Kis dogmatika. Hitünk igazságai* (Budapest: Kálvin Kiadó, 1996). Only in Hungarian for those who try to adjust to the level of the course.

**Course syllabus:**

**Week 1.** – Revelation. Ravasz, 5-12. Sources and Methods, Sources of Theology

**Week 2.** – God. Trinity. Ravasz, 13-19. Doctrine of Trinity

**Week 3.** – The person of Jesus Christ. Ravasz, 64-71. Person of Jesus Christ

**Week 4.** – Christ's work and life. Ravasz, 72-98. Historical Criticism and Jesus

**Week 5.** – Through grace by faith. Ravasz, 106-113. Salvation in Christ

**Week 6.** – Anthropology. Sin and its consequence. Ravasz, 50-56. Nature of Human beings. Sin and Grace

**Week 7.** – Stages of Salvation (*ordo salutis*). Ravasz, 149-164.

**Week 8.** – Church. Life of Congregations. Ravasz, 113-136. The Church

**Week 9.** – Means of Grace. Ravasz, 137-148. The doctrine of Holiness

**Week 10.** – Last Things. Ravasz, 158-164. Christianity and World Religions, The Christian hope. Eschatology

**Week 11.** – Creation and Providence. Ravasz, 27-42. Creation and Providence

**Week 12.** – Holy Spirit. Ravasz, 99-105. Pneumatology

**Week 13.** – Predestination. Ravasz, 20-26. Free will and Predestination

**Course instructor in charge:** Dr. habil. Ábrahám Kovács, university associate professor

**Additional course instructor(s):** –

<b>Course Title:</b> Introduction To Teaching Solfege Following Zoltán Kodály's Concept	<b>Credit number:</b> 2
<b>Type of lessons:</b> seminar format <b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> oral and written tests	
<b>Place in curriculum:</b> 1st term/spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b> The way of teaching musical reading and writing, which is called 'Kodály Concept', is an integrated pedagogical, philosophical and music educational system. Music education develops the child's abilities a number of ways; not only musical skills, but also concentration as well as it supports emotional and physical education. The most important elements of the Kodály Concept are:</p> <ul style="list-style-type: none"> <li>• Singing traditional folksongs</li> <li>• Solfege (including relative solmization, hand signs, rhythmical syllables and stick notation)</li> <li>• One- and two-part reading and singing exercises</li> <li>• Singing canons and polyphonic choral pieces</li> </ul> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Sight singing (one- or two-part exercises, children songs)</li> <li>• Dictation (rhythm, one-part pentatonic or diatonic extracts)</li> <li>• Ear training</li> <li>• Part hearing, hearing and singing harmony</li> </ul>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Gállné Gróh Ilona–Kismartony Katalin: My first bilingual songbook = Első kétnyelvű énekkönyvem. Piliscsaba, Szőlőtő Kétnyelvű Oktatási Alapítvány, 2006.</li> <li>2. Gállné Gróh Ilona–Kismartony Katalin: My second bilingual songbook = Második kétnyelvű énekkönyvem. Piliscsaba, Szőlőtő Kétnyelvű Oktatási Alapítvány, 2006.</li> <li>3. Kodály Zoltán: 333 olvasógyakorlat. Bevezető a magyar népzenebe. Budapest, Zeneműkiadó, 2004.</li> <li>4. Lassúné Ruskó Renáta: Ének-zene munkatankönyv 1. osztály. Szeged, Mozaik Tankönyvkiadó, 2013.</li> <li>5. Lassúné Ruskó Renáta: Ének-zene munkatankönyv 2. osztály. Szeged, Mozaik Tankönyvkiadó, 2011.</li> </ol>	
<p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Hegyi Erzsébet: Solfege according to the Kodály-concept. Kecskemét, Zoltán Kodály Pedagogical Institute of Music, 1985.</li> <li>2. Ittészné Kövendi Kata: Hungarian-English Dictionary of Musical Terminology. Magyar-Angol Zenei Szaknyelvi Szótár. Budapest, Jazz Oktatási és Kutatási Alapítvány, 2001.</li> <li>3. Kodály Zoltán: Ötfokú zene I. 100 magyar népdal. Budapest, Zeneműkiadó, 1958.</li> <li>4. Kodály Zoltán: Tizenöt kétszólamú énekgyakorlat. Budapest, Zeneműkiadó, 1961.</li> <li>5. Papp Károlyné–Spiegel Marianna: Alapfokú szolfézstanítás a gyakorlatban. Kecskemét, Liszt Ferenc Zeneművészeti Egyetem Kodály Zoltán Pedagógiai Intézet, 2012.</li> </ol>	

**Course syllabus:**

**Week 1** – Fundamental elements of Music: pitch, melody, rhythm, form, intervals, timbre, scales, dynamics. The origin of teaching solfège. Ut queant laxis. The seven-note diatonic musical scale. Hand signs. Exercises and songs in *s-m* bitonic tonal system.

**Week 2** – The concept of rhythm. Rhythmical syllables, stick notation. Exercises and songs in *s-m* bitonic tonal system. Rhythmical exercises.

**Week 3** – Basic concepts of musical form: accented and unaccented beat, measure (bar), motif, musical phrase. Exercises and songs in *s-m* bitonic and *l-s* bichord tonal system. Rhythmical exercises. Recorder music: exercises and songs with *b'-a'*.

**Week 4** – Pitch and frequency: higher-lower. Pitched and unpitched instruments. Intervals in pentatonic tonal system. Consonance, dissonance. Exercises and songs in *l-s-m* tritonic and *l-s* bichord tonal system. Recorder music: exercises and songs with *b'-a'*. Dictation: Rhythmical exercises.

**Week 5** – The concept of timbre (tone color). The groups of musical instruments. Exercises and songs in *s-m-d* tritonic and *l-s-m-d* tetratonic tonal system. Rhythmical exercises. Recorder music: exercises and songs with *a'-g'*. Dictation of easy familiar songs.

**Week 6** – Exercises and songs in *m-r-d* trichord and *s-m-r-d* tetratonic tonal system. Recorder music: exercises and songs with *b'-a'-g'*. Dictation: Rhythmical exercises.

**Week 7** – Tonal systems. Scales and modes. Scale steps, intervals. Types of Scale: diatonic or heptatonic scales. Exercises and songs in *l-s-m-d* tetratonic tonal system. Recorder music: exercises and songs with *b'-a'-g'*. Rhythmical exercises. Dictation: Intervals in pentatonic tonal system.

**Week 8** – Exercises and songs in *l-s-m-r-d* pentatonic tonal system. Recorder music: exercises and songs with *g'-f'*. Dictation: Intervals in pentatonic tonal system and easy familiar songs. Rhythmical exercises.

**Week 9** – Analysis of children songs: tonal system, scale, ambitus, structure of motifs, rhythm and melody. Songs in *l-s-m-r-d-l*, pentatonic tonal system. Recorder Music: exercises and songs with *a'-g'-f'*.

**Week 10** – Songs and exercises in *l-s-m-r-d-l*, pentatonic tonal system. Analysis of two children songs. Recorder music: exercises and songs with *e'-d'*. Rhythmical exercises. Dictation of easy familiar songs.

**Week 11** – Songs and exercises in *l-s-m-r-d-l,-s*, pentatonic tonal system. Analysis of two children songs. Recorder music: exercises and songs with *a'-g'-f'-d'*. Dictation of easy unfamiliar songs.

**Week 12** – Repeating and evaluation. Analysis. Dictation of easy unfamiliar songs. Recorder music: exercises and songs with *b'-a'-g'-e'*.

**Week 13** – Evaluation.

**Course instructor in charge:** Dr. Csaba Márton Kiss, college associate professor

**Additional course instructor(s):** –

<b>Course title:</b> "Lake or River?" - Challenges for the Mission of the Church in Central and Eastern Europe in Past and Present	<b>Credit number:</b> 4
<b>Method:</b> seminar format <b>Number of seminars:</b> 2 hours per week	
<b>Type of evaluation:</b> essay, 5000 words	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>This course offers an introduction to the missionary situation of Central and Eastern Europe. In the first part of the course the history of Christian mission in Central and Eastern Europe is discussed. The second part of the course addresses the contemporary challenges of mission and evangelism in this region, with a special regard to the ecclesiastical, sociological and political contexts of the ministry of the Christian church.</p> <p><b>Learning objectives:</b></p> <p>The students will acquire a general knowledge of the ecclesiastical, and of the broader socio-political situation of Central and Eastern Europe. They will study cases of applying theological insights to specific socio-cultural situations. The participants will learn ways how inculturation and theological contextualisation function in mission and evangelization. By this they will acquire missional competences which will be applicable in their future theological and pastoral practice.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Constantineanu, Corneliu – Măcalaru, Marcel V. – Kool, Anne-Marie – Himcinschi, Mihai (eds.): <i>Mission in Central and Eastern Europe. Realities, Perspectives, Trends, Regnum Edinburgh Centennial Series 34.</i>, Regnum Books, Oxford, 2016.</li> <li>2. Füsti-Molnár, Szilveszter: <i>Ecclesia sine macula et ruga. Donatist Factors among the Ecclesiological Challenges for the Reformed Church in Hungary, Especially after 1989/90</i>, SRTA, Sárospatak, 2008.</li> <li>3. Gonda, László: <i>Service of Evangelism, Evangelism of Service. The Impact of John R. Mott. Hendrik Kraemer, Johannes C. Hoekendijk and Willem A. Visser 't Hooft on the Development of the Understanding of Mission in the Reformed Church in Hungary</i>, Boekencentrum, Zoetermeer, 2008.</li> </ol>	

**Optional reading:**

1. Kool, Anne-Marie: *God Moves in a Mysterious Way. The Hungarian Protestant Foreign Mission (1756-1951)*, Boekencentrum, Zoetermeer, 1993.
2. Kovács, Ábrahám: *The History of the Free Church of Scotland's Mission to the Jews in Budapest and its Impact on the Reformed Church of Hungary 1841–1914.*, Peter Lang, Frankfurt am Main, 2006.
3. Nagy, Dorottya: *Migration and Theology. The Case of Chinese Christian Communities in Hungary and Romania in the Globalisation-Context*, Boekencentrum, Zoetermeer, 2009.

**Course syllabus:**

**Week 1** – Introduction

**Week 2** – Central and Eastern Europe. Terminology, Geography, History

**Week 3** – History of Christianity in Central and Eastern Europe

**Week 4** – Early Concepts of Mission – Diaspora Ministry

**Week 5** – Pietism, Evangelicalism, Réveil and Mission

**Week 6** – Mission to the Balkans

**Week 7** – Central and Eastern European Missionaries in Africa

**Week 8** – Central and Eastern European Missionaries in Eastern Asia

**Week 9** – Mission and Evangelism in the Communist Era

**Week 10** – Missionary Challenges after 1989: Ethnicity and Identity

**Week 11** – Missionary Challenges after 1989: Ministry among the Roma

**Week 12** – Missionary Challenges after 1989: Migration

**Week 13** – Toward a Contextual Missionary Theology of Central and Eastern Europe?

**Course instructor in charge:** Rev. Dr. László Gonda, university associate professor

**Other course instructor(s):** –

<b>Course title:</b> Literary Theory	<b>Credit number:</b> 2/4
<b>Type of lessons:</b> lecture format	
<b>Number of lectures:</b> 1 hour per week	
<b>Type of evaluation:</b> written exam	
<b>Place in curriculum:</b> 6 <sup>th</sup> / spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<b>Course content:</b>	
<p>The course is an introduction to literary and cultural theories, entailing the discussion of key questions and issues that have triggered debates and contributed to the development of the field. In view of the challenges in the elementary, the course focuses on three central topics: prose and poetry—the two most common genres in the lower grades of the elementary—paradigms of literary theory, and possible approaches to children’s literature.</p>	
<b>Learning objectives:</b>	
<p>The primary objective of the course is to endow students with basic understanding regarding the diversity of possible readings of literature and to foster their ability to take a varied approach to literary works, but, in fact, to any cultural phenomena.</p>	
<b>Required and optional reading</b>	
(The 3-5 most important required and optional pieces):	
<b>Required reading:</b>	
<ol style="list-style-type: none"> <li>1. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Oxford: Blackwell, 2008.</li> <li>2. Hunt, Peter, ed. <i>International Companion Encyclopedia of Children’s Literature</i>. London and New York: Routledge, 1996.</li> <li>3. Richter, David H., ed. <i>The Critical Tradition: Classic Texts and Contemporary Trends</i>. Boston and New York: Bedford/St. Martin’s, 2007.</li> <li>4. Burgess, Anthony. <i>English Literature</i>. Harlow: Longman, 1991.</li> </ol>	
<b>Optional reading:</b>	
<ol style="list-style-type: none"> <li>1. Leitch, Vincent B. <i>The Norton Anthology of Theory and Criticism</i>. New York: W.W. Norton &amp; Co, 2010.</li> <li>2. Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i>. Oxford: Oxford UP, 1997.</li> <li>3. Lesnik-Oberstein, Karín, ed. <i>Children’s Literature: New Approaches</i>. New York: Palgrave, 2004.</li> <li>4. Childs, Peter and Fowler, Roger, eds. <i>The Routledge Dictionary of Literary Terms</i>. London and New York: Routledge.</li> </ol>	
<b>Course syllabus:</b>	
<b>Week 1</b> - Introduction: A concept of literature, text, and culture as text	



**Week 2** - Prose: genres and structural elements

**Week 3** - Poetry and its genres

**Week 4** - The means of expressing musicality

**Week 5** - Stylistic devices and the basic categories of stylistic analysis

**Week 6** – Russian Formalism and New Criticism

**Week 7** - Structuralism and Deconstruction

**Week 8** - Hermeneutics and Reader-response Theory

**Week 9** - Psychoanalytic Criticism

**Week 10** - Poststructuralism

**Week 11** - Feminism and Gender Studies

**Week 12** - Postcolonialism and Ethnic Studies

**Week 13** - Approaching children's literature through literary and cultural theory

**Course instructor in charge:** Dr. habil. Péter Gaál-Szabó, college professor

**Additional course instructor(s):** –

<b>Course title:</b> Pedagogy I (Theory of Education)	<b>Credit number:</b> 2
<b>Type of lessons:</b> lecture/seminar format	
<b>Number of lectures/seminars:</b> 1+1 (=2) hours per week	
<b>Type of evaluation:</b> written test	
<b>Place in curriculum:</b> 2nd / spring term	
<b>Course prerequisites:</b> TPED1B	
<b>Course description:</b>	
<b>Course content:</b>	
<p>Education in 20th century. Concept, process, communication, schools and models of education. Motivational and competency system of personality: personal, social, cognitive and special competencies. Developing educational areas of personality (basic and affinitive terms, family, school and out-of-school potentials): developing environmental awareness, tasks of moral, aesthetic and affective education.</p>	
<b>Learning objectives:</b>	
<p>By the end of the term students are supposed to be able to</p> <ul style="list-style-type: none"> <li>• understand the effect mechanism of the conditions of the educational process</li> <li>• understand pedagogical approaches towards the term of competency</li> <li>• describe the components and content of existential (cognitive, personal, social, special) competencies of personality</li> <li>• recognize the tasks of personality development in various areas of education of children aged 6-12</li> </ul>	
<b>Required and optional reading</b>	
(The 3-5 most important required and optional pieces):	
<b>Required reading:</b>	
<ol style="list-style-type: none"> <li>1. Carr, David: <i>Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching</i>, 2003, London, Routledge Falmer.</li> <li>2. Joy A. Palmer (ed.): <i>Fifty Modern Thinkers on Education: From Piaget to the Present Day</i>. 2001, London, New York, Routledge.</li> <li>3. Emotional Intelligence and Personal Competence <a href="http://www.free-management-ebooks.com/faqpp/understanding-07.htm">http://www.free-management-ebooks.com/faqpp/understanding-07.htm</a> (retrieved 14 June, 2016)</li> </ol>	
<b>Optional reading:</b>	
<ol style="list-style-type: none"> <li>1. Cottom, Daniel: <i>Why Education Is Useless?</i> 2003, University of Pennsylvania Press, Philadelphia.</li> <li>2. Key Competencies and Skills. <a href="https://www.wikijob.co.uk/content/interview-advice/competencies/key-competencie">https://www.wikijob.co.uk/content/interview-advice/competencies/key-competencie</a> retrieved 14 June, 2016</li> </ol>	

**Course syllabus:**

**Week 1** – Term of education, basic processes. Human ideal and education.

**Week 2** – History of the concept of education. Schools and models of education. Constructive life coaching, connective pedagogy.

**Week 3** – Understanding the process of education. Goals of education.

**Week 4** – Educational communication and its practice.

**Week 5** – Classification, description and types of competencies.

**Week 6** – Personal competencies. Addiction and deviation.

**Week 7** – Social competencies. Students' social relations (cooperation and competition).

**Week 8** – Cognitive and special competencies. Definitions and theories of talent. Career awareness – “What will I be when I grow up?”

**Week 9** – Tasks and potentials of environmental education in the family, inside and outside school.

**Week 10** – Aesthetic education and its tasks and potentials in the family, inside and outside school.

**Week 11** – Moral education its tasks and potentials in the family, inside and outside school.

**Week 12** – Emotional/Affective education. Measuring emotional/affective intelligence and its developmental potentials in the family, inside and outside school.

**Week 13** – Revision, feedback and assessment.

**Course instructor in charge:** Ildikó Pinczésné Palásthy (PhD), college professor

**Additional course instructor(s):** Viktória Tamusné Molnár, lecturer

<b>Course title:</b> Reformed Theology in Central and Eastern Europe	<b>Credit number:</b> 4
<b>Type of lessons:</b> lecture/seminar format <b>Number of lectures/seminars:</b> 1+1 (=2) hours per week	
<b>Type of evaluation:</b> academic paper	
<b>Place in curriculum:</b> 2 <sup>nd</sup> / spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>This course intends to provide the students with a basic, yet profound overview of Reformed Theology in Central and Eastern Europe focusing mainly on Hungarian Reformed Theology which appears not only in Hungary proper but also in Romania, Slovakia, Ukraine, Serbia and Croatia. It also demonstrates how Reformed Theology appeared and developed amongst other nations mentioned above as well as in Poland and the Baltic states. Therefore, Hungarian Reformed theology is placed into a larger historical and geographical context as well as into a political and social one. This introductory course starts with the Reformation and arrives at modern theologies and issues of the post-communist region.</p> <p><b>Learning objectives:</b></p> <p>Students are required to gain a good and solid knowledge of the theology and history of Reformed faith and should be able to relate the material learned to the Western European, Asian and African respective contexts.</p>	
<p><b>Required and optional reading</b>  (The 3-5 most important required and optional pieces):</p>	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Maag, K. (ed.), <i>The Reformation in Eastern and Central Europe</i> (Aldershot, Ashgate, 1997).</li> <li>2. Müller, R. A., "Protestant Confessionalisation in The Towns of Royal Prussia and the Practice of Religious Toleration in Poland-Lithuania" in O. Grell and R. Scriber, (eds) <i>Tolerance and Intolerance in European Reformation</i> (Cambridge: Cambridge, University Press, 1996), 231-249.</li> <li>3. Balogh, F., <i>History of the Reformed Church of Hungary</i> ([S.l.]: [S.n.], 1906).</li> <li>4. Gonda, L., <i>The Service of Evangelism, the Evangelism of Service. The Impact of John R. Mott, Hendrik Kraemer, Johannes C. Hoekendijk, Willem A. Visser 't Hooft on the Development of the Understanding of Mission in the Reformed Church in Hungary, 1910-1968</i>, (Zoetermeer, Boekencentrum, 2008).</li> <li>5. Füstí-Molnár, Sz., <i>Ecclesia sine macula et ruga: donatist factors among the ecclesiological challenges for the Reformed Church of Hungary especially after 1980/90: academisch proefschrift ... aan de Vrije Universiteit Amsterdam; [publ.</i></li> </ol>	

by the Sárospatak Reformed Theological Academy]. – (Sárospatak: Sárospatak Reformed Theol. Acad., 2008).

**Optional reading:**

Murdock, G., *Calvinism on the Frontier 1600-1660*, (Oxford: Claredon Press, 2000).

Murdock G., *Beyond Calvin. The Intellectual, Political and Cultural World of Europe's Reformed Churches* (London, Palgrave, 2004).

Daugirdas, K., *The Origins of the Reformed Church in the Grand Duchy of Lithuania and its Struggle for Theological Identity*, in: Ábrahám Kovács (ed.), *Calvinism on the Peripheries: Religion and Civil Society in Europe*, (Budapest, L'Harmattan, 2009), S. 93-110.

Prestwich, M. (ed.) *International Calvinism 1541- 1715* (Oxford: Oxford University Press, 1985).

Bauhofer, G., *History of the Protestant Church in Hungary. From the beginning of Reformation to 1850* CRAIG, John (transl.) (London: James Nisbet, 1854).

Ewans R. and Weston G. (eds.), *Crown, church and estates: Central European politics in the sixteenth and seventeenth centuries* (Basingstoke: Macmillan in association with the School of Slavonic and East European Studies, 1991).

Kool, A-M., *God Moves in a mysterious way* (Boekencentrum: Zoetermeer, 1993).

**Course syllabus:**

- **Week 1.** Reformation in Central Europe. Its history and theological trends I.
  - Ethnicity and religion
  - Politics and religion
  - Calvinist bishops? A peculiar development
  - Doctrinal orientations. Christology
- **Week 2.** Reformation in Central Europe. Its history and theological trends II.
  - Covenant people. Jews and Hungarians
  - Eschatology. Turks as Anti-Christ, Anti-Popism
  - National characters of Reformed Faith
  - Anti-trinitarianism
  - Tolerance. An model of religious peace
- **Week 3.** Reformation in Hungarian Kingdom
  - Transylvanian Reformation (today Romania)
  - Upper Hungary (today Slovakia)
  - Sub-Carpathian Hungary (today Ukraine)
  - Mission to the Orthodoxy. Encounter with Eastern Christianity
- **Week 4.** Reformation in Bohemia and Poland
  - Early Reformation movement
  - Spread of Protestant faith
  - Counter Reformation
- **Week 5.** Reformation in the Baltic States
  - Ethnicity and Religion
  - Theological trends

- **Week 6.** Counter Reformation in Central and Eastern Europe. Hungarian Kingdom, Polish Kingdom, Germany, Baltic States
  - Standing for the true faith and Reformed identity
  - Persecution and a struggle for survival
  - Ministers as slaves of Roman Catholic powers on galleys
- **Week 7.** Puritanism in Central Europe I. The Hungarian Kingdom
  - Spiritual revival
  - Hebraic Patriotism and Apocalyptic Belief
  - Mission: Orthodoxy and Islam
- **Week 8.** Enlightenment and Calvinist Faith I. and the longest Counter Reformation of Europe
  - History, places and special issues
  - The “Magyar” religion. Calvinism as an opposing worldview to Catholicism
- **Week 9.** Enlightenment, Liberalism and Calvinist Faith II.
  - Theology and its special features
  - Transplanting Western European Reformed faith.
- **Week 10.** Before Higher Criticism and Mediatorial Theology
  - German Pietist Impact (Zinzendorf)
  - Scottish Evangelical Impact
- **Week 11.** Liberal Theology and its response: Neo Orthodoxy of Reformed faith
  - Declaration of faith in Debrecen (1875)
- **Week 12.** Development of Home Mission and Foreign Mission of the Reformed Church of Hungary
- **Week 13.** Communism and Christianity. A Persecuted or a Collaborating Church?

**Course instructor in charge:** Dr. habil. Ábrahám Kovács, university associate professor

**Additional course instructor(s):** –

<b>Course title:</b> Research Seminar	<b>Credit number:</b> 4
<b>Type of lessons:</b> lecture/seminar format <b>Number of lectures/seminars:</b> 1+1 (=2) hours per week	
<b>Type of evaluation:</b> academic paper	
<b>Place in curriculum:</b> 2 <sup>nd</sup> / spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b></p> <p>During the semester the course instructor and perhaps some of the faculty will join the seminar for the first hour (45 minutes) to talk about various aspects of the research process (e.g., working with organizations to obtain data, running experiments, developing a research program, etc.). Following the faculty conversations and introduction to research methodology, students will share and discuss their emerging dissertation research ideas with one another. Any research topic is welcome but it must be agreed by the course instructor at the beginning of the course. A student will present his or her research topic for approximately 20 minutes each occasion following the faculty conversation.</p> <p><b>Learning objectives:</b></p> <p>The purpose of the Research Seminar is to facilitate the development of incoming Erasmus, DRHE and international students' research ideas and to build community among students and faculty who will mutually support each other. Students will be introduced how to write a quality research paper in English and learn the necessary skills. Furthermore, this course is designed to help the students to do the following: (a) examine the fundamentals of research methodology, (b) become acquainted with the basic resource tools and materials for doing theological research, (c) examine theoretical approaches to theological method, (d) study the basic categories, vocabulary and themes of Christian theological study, (e) examine how skillful written expression is connected with the technique of research, (f) examine the style and form of an acceptable written thesis and (g) develop a personal resume.</p>	
<p><b>Required and optional reading</b>  (The 3-5 most important required and optional pieces):</p>	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Yaghjian, L., <i>Writing Theology Well: a Rhetoric for Theological and Biblical Writers</i>. New York: Continuum, 2006.</li> <li>2. Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers</i>. Chicago: University of Chicago Press, 2007.</li> <li>3. Ellison, C., <i>McGraw-Hill's Concise Guide to Writing Research Papers</i>. New York: McGraw-Hill, 2010.</li> <li>4. Lewis, C. S. <i>The Great Divorce</i>. San Francisco: Harper Collins, 2001.</li> </ol>	

5. Thorpe, R. S., ed. *Good Writings: An Anthology of Excellent English With Notes, 4th ed.* XanEdu, 2013.
6. Truss, L. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation.* Penguin Group (USA) Incorporated, 2009.

**Optional reading:**

1. Lester, J. D. and J. D. Lester Jr. *Writing Research Papers: A Complete Guide.* New York: Longman, 2010. (13th edition)
2. Strunk, William and E.B. White. *The Elements of Style.* New York: Macmillan, 1979.
3. Thorpe, R. S. *A Handbook for Basic Biblical Exegesis.* Boston, MA: UP of America, 1998.
4. Vyhmeister, N. J. *Quality Research Papers: For Students of Religion and Theology.* Grand Rapids: Zondervan, 2008 (2nd edition).

**Course syllabus:**

WEEK	TOPIC
1	Course Introduction (Students are required to begin to contemplate on what research topic they would like to write their seminar paper).
2	The Skill of Writing
3	Common Writing Problems (Students are supposed to send a title and 10-15 sentences summarising of the aim, approach and method of their research topic).
4	Logic
5	Critical Thinking
6	Problem Solving/Creative Thinking
7	Writing a Book Review
8	Library Tutorials/The Great Divorce From this time onwards students shall be presenting their research papers which they are supposed to submit via email to <a href="mailto:abraham.kovacs@ptsem.edu">abraham.kovacs@ptsem.edu</a> one hour before the class commences. Students are also required to bring along an extra copy of their paper for the course instructor at the beginning of the class.
9	Steps to Producing Research Paper/Research
10	Steps to Producing a Research Paper/Thesis Statement/Bibliographies
11	Steps to Producing a Research Paper/Notes and Outlines
12	Steps to Producing a Research Paper/Rough Draft
13	Steps to Producing a Research Paper/Rewrite/Polish/Final Copy

**Course instructor in charge:** Dr. habil. Ábrahám Kovács, university associate professor

**Additional course instructor(s):** –



<b>Course title:</b> The History of Philosophy	<b>Credit number:</b> 2 / 4
<b>Type of lessons:</b> lecture / seminar <b>Number of lectures / seminars:</b> 1+1 hour(s) per week	
<b>Type of evaluation:</b> Exam	
<b>Place in curriculum:</b> 6 <sup>th</sup> term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<p><b>Course content:</b>  Students will get an overview of the two and a half thousand years of Western philosophy, from Pre-Socratic to 20th century schools of thought. The most important problems of philosophy will be presented within a chronological history of philosophy. In our study, we will clearly distinguish between different sides in a debate and acquaint ourselves with particular sets of arguments. Part of our understanding is to realise what broader world view particular philosophical problems were embedded in. A study of various philosophical epochs will enable students to perceive of the problems discussed within the cultural context of a particular period. As part of this process, students will understand the way different philosophical thoughts aimed to transcend the philosophical and cultural horizon of their period. An important aspect of this course is to give an overview of related features of philosophical and theological thinking and interdisciplinary relations. The seminar work will focus on the reading and interpretation of authentic materials.</p> <p><b>Learning objectives:</b>  The study of philosophical problems as well as the reconstruction of arguments and counter arguments will assist students in developing their independent and critical approach to processing knowledge (attention, problem sensitivity, substantiation). It will also facilitate students' ability to present a point of view using well-chosen arguments within the context of a confrontational debate.  Experiencing a dialogue or debate will deepen empathy towards each other, the ability of paying attention and active listening. All this points towards a better understanding of one's self.</p>	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces of reading):	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Grondin, Jean: <i>Introduction to Metaphysics from Parmenides to Levinas</i>. New York: Columbia University Press, 2012. (ISBN 978-0-231-14844-3)</li> <li>2. Kenny, Anthony: <i>An Illustrated Brief History of Western Philosophy</i>. Malden, Oxford, Carlton: Blackwell Publishing, 2006. (ISBN 13: 978-1-4051-4180-2)</li> <li>3. Ward, Keith: <i>God and the Philosophers</i>. Minneapolis: Fortress Press, 2009. (ISBN 978-0-8006-6351-3)</li> </ol> <p><b>Optional reading:</b></p> <ol style="list-style-type: none"> <li>1. Cohen, Martin: <i>Philosophical Tales</i>. Malden, Oxford, Carlton: Blackwell Publishing, 2008. (ISBN 978-1-4051-4037-9)</li> </ol>	

2. Kearney, Richard (Ed.): *Debates in Continental Philosophy. Conversations with Contemporary Thinkers*. New York: Fordham University Press, 2004. (ISBN 0-8232-2318-3)
3. Rescher, Nicholas: *A Journey through Philosophy in 101 Anecdotes*. Pittsburgh: University of Pittsburgh Press, 2015. (ISBN 13:978-0-8229-6335-6)
4. Rorty, Richard: *Philosophy and the Mirror of Nature*, Princeton: Princeton Univ. Press, 1980. (ISBN 0-691-02016-7)
5. Smith, Justin E.H.: *The Philosopher. A History in Six Types*. Princeton and Oxford: Princeton University Press, 2016. (ISBN 978-0-691-16327-7)
6. Warburton, Nigel: *Philosophy. The Basics*. London and New York: Routledge, 2013. (ISBN 978-0-415-69316-5)
7. Warburton, Nigel: *Philosophy: The Classics*. London and New York: Routledge, 2014. (ISBN 978-0-415-53466-6)

### Course syllabus:

1. **Week 1 - The Beginnings of Western Philosophy: Pre-Socratic Philosophy**  
seminar: Pre-Socratic fragments
2. **Week 2 – The Sophists and Socrates**  
seminar: Sophistic reasoning (deceptive argumentation), excerpts from the early dialogues of Plato
3. **Week 3 – Plato and Aristotle (sources, life, philosophy)**  
seminar: excerpts from the works of Plato in his middle period and Aristotle's *Metaphysics*
4. **Week 4 – Hellenistic Schools of Thought (Epicures, Stoics, Sceptics)**  
seminar: analysis of Hellenistic texts
5. **Week 5 – Neo-Platonism and Patristic Philosophy**  
seminar: excerpts from works of Plotinus and Augustine of Hippo
6. **Week 6 – Scholasticism**  
seminar: the ontological argument of Anselm of Canterbury, the problem of universals, arguments for the existence of God of Thomas Aquinas
7. **Week 7 – The Birth of Modern Philosophy: Francis Bacon and Thomas Hobbes**  
seminar: excerpts from *Novum Organum* by Bacon and *Leviathan* by Hobbes
8. **Week 8 – Rationalism: The Philosophy of René Descartes and Baruch Spinoza; The Natural Scientific Work of Descartes**  
seminar: excerpts from *Meditations* by Descartes and *Ethics* by Spinoza
9. **Week 9 – Empiricism: The Philosophy of John Locke, George Berkeley and David Hume**  
seminar: excerpts from *An Essay Concerning Human Understanding* by Locke, *Three Dialogues between Hylas and Philonous* by Berkeley and *A Treatise of Human Nature* by Hume
10. **Week 10 – The Philosophy of Enlightenment: Jean-Jacques Rousseau and Immanuel Kant**  
seminar: excerpts from the works of Kant (*Answering the Question: What is Enlightenment?*, *Critique of Pure Reason*)
11. **Week 11 – Classical German Philosophy**  
seminar: excerpts from the works of Fichte, Schelling and Hegel
12. **Week 12 – Philosophy of Søren Kierkegaard and Friedrich Nietzsche**

seminar: excerpts from the works of Kierkegaard and Nietzsche (e.g. *On Truth and Lies in a Nonmoral Sense*)

**13. Week 13 – An Insight into 20th Century Philosophical Schools (e.g. Phenomenology, Logical Positivism and its 19th century historical and intellectual background, Philosophy of Science, Existentialist Philosophy, Hermeneutics, Deconstruction)**

seminar: excerpts from 20th century works of philosophy

**Course instructor in charge:** Dr. Gusztáv Bölcskei, university professor

**Additional course instructor(s):** Dr. Szilárd Kmeczkó, college associate professor

<b>Course title:</b> The History of the Debrecen Reformed College and Its Place in the History of the Hungarian Culture	<b>Credit number:</b> 4
<b>Method:</b> lecture format <b>Number of lectures:</b> 2 hours per week	
<b>Type of evaluation:</b> oral examination	
<b>Place in curriculum:</b> spring term	
<b>Course prerequisites:</b> none	
<b>Course description:</b>	
<b>Course content:</b>  The course offers an introduction to the history of the Debrecen Reformed College. The role of the College and its contribution to the history of the Hungarian culture is demonstrated through biographical case studies of outstanding students of the <i>alma mater</i> . An introduction is given to the present educational activity of the school complex as well.  <b>Learning objectives:</b>  The students will get an overview of the history of Hungary, as seen from the perspective of the history of a Reformed college on the periphery of Protestantism in Europe. By this, the students will acquire a basic understanding of the historical context of present-day Hungarian culture. Some pedagogical aspects of education will be addressed during the course, as well.	
<b>Required and optional reading</b> (The 3-5 most important required and optional pieces):	
<b>Required reading:</b>  <ol style="list-style-type: none"> <li>1. Gyóri, János L. (ed.): <i>The Debrecen Reformed College and The Reformed Great Church</i>, Debreceni Református Kollégium, Debrecen, 2009. (translated by: Izabella Gaál and Viktória Kóczyán)</li> <li>2. Fekete, Károly – Barcza, János: <i>Guardians and Legators. Works of Art in the Reformed College of Debrecen</i>, Debreceni Református Kollégium, Debrecen, 2016. (translated by: Erzsébet Bölskei)</li> <li>3. Nagy, Sándor: “<i>The School for the Poor</i>”. <i>Sociological Study of the Debrecen Reformed College during the Last Hundred Years, 1848-1948</i>, [Debrecen, 1948.] (translated by Károly Erdős)</li> </ol> <b>Optional reading:</b>  <ol style="list-style-type: none"> <li>4. Botond Gaál: “A Reformed Theological Perspective Based on the Past and Present of Debrecen” in: Alston, Wallace M. – Welker, Michael (eds.): <i>Reformed Theology: Identity and Ecumenicity</i>, (vol. 1.), Eerdmans, Grand Rapids, MI, 2003.</li> </ol>	

**Course syllabus:**

**Week 1** – Introduction

**Week 2** – The History of Reformation in Debrecen and in Eastern Hungary

**Week 3** – From Franciscan City School to A Reformed College – The Beginnings

**Week 4** – The Structure of Education and the Life of the College in the 16th and 17th Centuries. Szenczi Molnár Albert

**Week 5** – The Century of Enlightenment in the College. Csokonai Vitéz Mihály

**Week 6** – The College and the Hungarian National Renewal. Arany János

**Week 7** – The College and Hungarian Revolution 1848/49

**Week 8** – School and Academy – 1849– 1912. Móricz Zsigmond

**Week 9** – The Cradle of the University of Debrecen. 1912-1952. Ady Endre

**Week 10** – The Communist Era: Grammar School and Theological Academy

**Week 11** – Renewal after 1989

**Week 12** – The Debrecen Reformed Theological University

**Week 13** – A Dialogue with Leaders of the College

**Course instructor in charge:** Rev. Dr. László Gonda, university associate professor

**Other course instructor(s):** –

