# Urban Social Development Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory/practice</th>
<th>1. Semester</th>
<th>2. Semester</th>
<th>Credits</th>
<th>Responsible instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory courses:</strong> 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to urban sociology</td>
<td>T</td>
<td>10</td>
<td>3</td>
<td>E</td>
<td>János Zolnay</td>
</tr>
<tr>
<td>Introduction to local policy and service provision</td>
<td>T</td>
<td>20</td>
<td>6</td>
<td>E</td>
<td>Dr. Gábor Szöllősi</td>
</tr>
<tr>
<td>Regional development</td>
<td>T</td>
<td>10</td>
<td>2</td>
<td>E</td>
<td>Dr. Ilona Kovács, Pálné</td>
</tr>
<tr>
<td>Project cycle management</td>
<td>T</td>
<td>10</td>
<td>2</td>
<td>E</td>
<td>Dr. Gábor Juhász</td>
</tr>
<tr>
<td>Basics of research methodology</td>
<td>T</td>
<td>10</td>
<td>2</td>
<td>E</td>
<td>Prof. Dr. Árpád Baráth</td>
</tr>
<tr>
<td><strong>Advanced courses:</strong> 35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urbanistic and societal processes</td>
<td>T</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>Developmental programs</td>
<td>T</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>Housing policy</td>
<td>T</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>Strategic planning – integrated urban development strategy</td>
<td>T</td>
<td>10</td>
<td>3</td>
<td>E</td>
<td>Dr. László Bajnai</td>
</tr>
<tr>
<td>Reflexive practice</td>
<td>P</td>
<td>10</td>
<td>2</td>
<td>T M</td>
<td>Dr. József Csürke</td>
</tr>
<tr>
<td>Research, strategic evaluation and planning</td>
<td>P</td>
<td>10</td>
<td>3</td>
<td>T M</td>
<td>Dániel Molnár</td>
</tr>
<tr>
<td>Workshop</td>
<td>P</td>
<td>10</td>
<td>2</td>
<td>T M</td>
<td>Éva Vojtek</td>
</tr>
<tr>
<td>Field practice</td>
<td>P</td>
<td>100</td>
<td>4</td>
<td>T M</td>
<td>Viktória Borda</td>
</tr>
<tr>
<td>Field practice seminar</td>
<td>P</td>
<td>15</td>
<td>3</td>
<td>T M</td>
<td>Viktória Borda</td>
</tr>
<tr>
<td><strong>Thesis:</strong> 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective portfolio and thesis</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>Dr. Gábor Szöllősi</td>
</tr>
</tbody>
</table>

## Course descriptions:

<table>
<thead>
<tr>
<th>Introduction to Urban Sociology</th>
<th>Credits: 3</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of semesters: 1</td>
<td>Classroom hours: 10</td>
<td>Requirements: Exam</td>
</tr>
</tbody>
</table>
**Course description:**

The objective of the course unit is to explore the impact of social theories related to urban living on the organization of space. Students are familiarized with classical theories focusing on the functions of public spaces, impacts of population density, spatial forms of justice/injustice and the different segregation effects. Students are expected to formulate new ideas on the development of the social and physical environment, using a Hungarian city as a “laboratory” and write an essay on the differences between aspects of the professional literature and their own experiences.

**Required readings:**


**Lecturer responsible for the course unit:** János Zolnay

**Lecturer:** János Zolnay

<table>
<thead>
<tr>
<th>Introduction to Local Policy and Service Provision</th>
<th>Credits: 6</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of semesters: 1</td>
<td>Classroom hours: 20</td>
<td>Requirements: Exam</td>
</tr>
</tbody>
</table>

**Elements of the course unit**

**Local government and public services**

The course is designed to examine the concept and operation of settlements – a relevant issue resulting from the Hungarian local government system – considering the role of the settlements in public administration. Students are informed about the concept of local public services and major problems in the organization of local public services. Some
sectors of the settlement infrastructure are addressed through local government tasks from an organizational aspect, with respect to non-municipal responsibilities.

- A systemic approach to settlements
- Municipal management
- The concept of local public services: the economic basis of their operation
- Interpreting the concept of interactive local government
- The concept and areas of infrastructure. Main problems in infrastructural development.
- The concept and sector of settlement infrastructure
- Housing policy & management and the settlements.
- Traffic networks and telecommunication in the settlements
- Health service in the settlements
- Social policy and its subsystems. Social benefits in cash in the settlements. Social benefits in kind and social services in the settlements.
- Family and child protection services in the settlements
- School-system education services in the settlements
- Public education (non school-based) services in the settlements

Required readings:

- Council of European Municipalities and Regions: European charter on local and regional services of general interest. 2009. (Council of European Municipalities and Regions)
Introduction to local policy and service provision

The objective of the introductory course is to familiarize students with local policy making and analysis from the perspective of the participants and the institutions in the process, including public administration and legislative bodies, citizens, different interest groups and the media. The course examines interactions among the developmental objectives and the institutional system; and normative and empiric models in decision making with special regard to local levels of public policy. The key issues of the course are the following: How are the perceived public problems formulated, forcing governments/local governments to take action – while other existing problems are neglected? Why is public policy necessary? How are the contents and features of public policy determined? Who decides on the priorities in public policy? etc.

Concepts and conceptual environment

- Theoretical approaches: history and science of public policy
- Comparative public policies (the United States of America and the European Union)
- Instruments and actors in public policy
- Models and alternatives in decision making
- Implementation processes and their evaluation in public policy
- Public policy tasks in legislation
- Public policy shaping by NGO-s on national/international levels
- Exercising pressure
- Roma policy – poverty policy
- Employment policy and unemployment

Required readings:


Lecturer responsible for the course unit: Dr. Gábor Szöllősi, Ph. D.
Lecturer: Dr. Gábor Szöllősi, Ph. D.; Dr. Csilla Gyurok-Bódi
Regional developmental policy and its institutional system

Credits: 2
Lecture

Number of semesters: 1
Classroom hours: 
Requirements: Exam

Elements of the course unit

Regional developmental policy is one of the most important areas in public policies in the European Union. Its instrumental and institutional system is relevant in the field of political studies as it proposes new operational principles and values (partnership, effectiveness, networking and planning). The course is designed to familiarize students with basics of the regional policy in the European Union and the management system of structural funds as well as recent achievements in national developmental policy. Students acquire the operational principles of partnership institutions, basics in regional planning, methods of evaluation, as well as special features of the different regions in the country. In addition, students are introduced into elements of programming.

Required readings:

Lecturer responsible for the course unit: Prof. Dr Ilona Pál-Kovács, D.Sc, Professor
Lecturer: Prof. Dr. Ilona Pál-Kovács, D.Sc, Professor
Course description:

The accession of Hungary to the European Union opened the grounds for carrying out new developmental plans in economic and social dimensions. At the same time, access to additional resources requires an innovative management and project approach that is entirely different from previous financing praxes. The role of the course is to familiarize students with Project Cycle Management, with the focus on practical applications from the birth of the project idea to the closing documentation after the completion of the project. Beyond theoretical issues, students are expected to analyze case studies of previous Hungarian projects and prepare certain elements of the project cycle.

Main themes:
- The vertical hierarchy of programs and projects
- Essential elements of the project-cycle
- Methodological foundations of Project Cycle Management (PCM). Applications and benefits
- Project planning – analytic phase. SWOT analysis, Problem and Objective Tree Analysis
- Strategy development
- Planning (Logical framework matrix, evaluation of hypotheses/risks, factors ensuring sustainability, indicators and activities)
- Organizational issues related to the project proposals (Gantt Chart, human resource plan, communication plan)
- Financial conditions of the projects (own sources, calls for proposals, loans, Public Private Partnership)
- Previous evaluation of the project
- Implementation of the project
- Project closure
- Case studies & practical examples
Required readings:


Lecturer responsible for the course unit: Dr. habil Gábor Juhász
Lecturer: Dr. habil. Gábor Juhász
Introduction to local policy and service provision

Credits: 2
Lecture

Number of semesters: 1
Classroom hours: 10
Requirements: Exam

Course description:

The course introduces students into qualitative and quantitative research methodologies from action research to evaluation. Synthesizing and integrating previous knowledge on research methodologies acquired in the previous bachelor programs are an important objective. A further goal is to assist the completion of PCM and Workshop course units as well as the preparation of thesis work by identifying the subjects, themes and methods, working in student consultations groups.

Main themes:
Human cognition and scientific research
Distortions in everyday cognitive operation: inaccurate observation, selective perception and overgeneralization
Theory and research
Deductive and inductive theory building
Causality: determinism and social sciences
The research process: research objectives and analytic units
The research plan. Conceptualization and operationalization.
Determining the population. Sampling procedures
Types of sampling procedures: simple random sampling, systematic and stratified sampling, multi-stage cluster sampling.
Observation methods
Benefits and disadvantages of experiments in social studies.
Experimental group and control group
Surveys and secondary analysis
Field research
### Required readings:

- Kvale, S (1996) Interviews: An Introduction to Qualitative Research Interviewing

### Lecturer responsible for the course unit:

Prof. Dr. habil. Árpád Baráth

Lecturer: Dániel Molnár
Elements of the course unit

**Sustainable development in the cities**

The objective of the course is to analyze the different concepts and theoretical approaches in sustainable development, with a special focus on the sustainability of industrial societies and the related problems of the connections between society and environment; challenges of ageing societies; consumption growth, and the institutional transformations on urban/regional levels. Problems of structural transformations in the society and in the economy are addressed, which, in the post-communist Central and Eastern European countries recently transforming their social systems, convey the pitfalls of an unfinished process. These shortcomings exercise continuous pressure on policy making and on economic competitiveness.

Competencies:

— Understanding the complexity of environmental and social impacts concerning economic development
— Critically analyze political reactions
— Understanding the interests of the different participants in social debates
— Identifying new challenges in the global order

Main themes:

- Historical overview
- Conceptualizing sustainable development
- Scripts on supporting capacity
- Sustainable development in the European Union
- Institutions of sustainable development
- International, EU and national resources for sustainable development
- The Lisbon and Gothenburg Strategies and Europe 2020
- Responding the challenges
- Sustainable development in cities
- Connecting societal and ecological aspects
• Analyzing case studies (groupwork)
**Required readings:**


**Conscious urban development – urban management**

In Hungary, similarly to international tendencies, regional inequalities are represented in three different systems of relations: in the marked differences among towns, villages and cities; in the east-west division of the country; and in the differences in social stratification in the settlements. To promote cohesion, targeted municipal development policies are introduced. The precondition for organic regional development is the consecutive organization of development programs, that is, the application of complex implementation strategies. Basic concepts and theories in urbanistics, conscious urban planning, development and management as well as feasible instruments for operative urban development are addressed, together with the analysis of the national and international systems of institutions and conditions.

- Basics on settlements: the concept of settlement, the formation of villages, their types and structures. Farms. Forms of construction of buildings.
- Urbanization: historical periods and developmental phases in urbanization. The formation, structure and development of cities.
- Instruments in settlement policy: settlement marketing and settlement planning (the settlement development concept and spatial development plan)
- Settlement systems (regions): Settlement networks, catchment areas, regionality regional development, regionalism approach, types of regions, spatial structure and competitive cities
- Feasible instruments in operative urban development
Required readings:

Lecturer responsible for the course unit: Dr. László Bajnai, Ph.D.
Lecturer: Dr. László Bajnai, Ph.D.
Elements of the course unit

**Urbanistic processes and social problems in recent decades**

The course addresses urbanistic processes and the related social problems of the past few decades. Students are familiarized with Western and Eastern European urban development models and theories; urbanization problems of the state socialist period and the connected debates. The controversy between labor force demand and housing problems is detailed. Students are informed about the historical roots of contemporary problems: the contemporary Hungarian city centers required cheap and unconcerned labor force (blue-collar workers) as well as some specialists, but the cities were unable to solve the problems of newly arrived city-dwellers; and solved the housing problems only part of the population. Big factories and mines built their own “colonies” in blocks of flats separated from the rest of the city, where housing conditions represented the company hierarchy. Where such initiations were missing, those who were employed in the cities but were poor and unable to ensure their own proper dwelling conditions established slums. These slums, though they were dismantled from time to time, were rebuilt repeatedly. The slums had not been liquidated either after the mass construction of collective block of flats in the last two decades of the state socialist era. Urban agglomeration areas, workers’ hostels and the masses commuting to work were a result of the discrepancy between the high demand for labor force and the low housing supply. After the transformation of the social system, deep employment crisis in the cities radically decreased the number of workplaces but the relative labor force attracting capacity of the cities did not change significantly. Migration trends, however, turned and the negative migration balance of the cities and a positive balance of small rural areas have been established for two different reasons: suburbanization and the exclusion of the poor from the cities.

Main themes:

- Historical and societal historical views
- Contemporary history with a European overview
- Urban sociology, settlement sociology, city anthropology, “city morphology”
- Local government, urban management, urban development
- Local public policy
- Local public policy financing, project financing
- Use of spaces and institutions by the different groups

**Competencies**
- Contextualizing and interpreting urban phenomena from a sociological perspective
- Acquisition and use of major migration, social statistical and urban indicators
- Fieldwork and communication
- Assessment of needs and the reconciliation of interests
- Recognizing opportunities of local public policy. Shaping local public policy

**Reflexivity**
- Interpreting the problems perceived
- Re-interpreting and re-evaluating practical problems
- Intended and actual impacts of earlier praxes
- Assessing the intended and non-intended but potential impacts of current or planned public policy interventions
- Assessing the direct (local), extended (city or, potentially regional level) impacts of urbanistic, development, housing and education policy, institutional and service organization, labor interventions and public employment policies.
- Assessing and recognizing interest relations connected to the projects and public policy interventions; assessing the chances for the reconciliation of interests
- Identifying the target groups, other beneficiaries and the stakeholders. Identifying their interests and advocacy skills

**Required readings:**

**Changes in the functions and statuses of the city areas**

The course addresses the change of statuses in the given urban areas. In major cities the impact of the status change is immense in the former workers’ and miners’ slum. These are often termed as transition zones and influence the life of the entire city. At the same time, the protection of the greenbelt and the use of brownfields (former factory- and mine sites) are issues of strategic importance. A further strategic issue is the degree of external suburbanization; and whether the process can be turned into internal suburbanization by parceling land for affluent middle-class homebuyers. The change in statuses and the movements of the different population groups largely depend on the historical traditions of building, the composition of the housing stock and ownership statuses, the rental policy in the given area, the positions and use of space by the ethnic groups living in the cities, and impacts of segregation or antisegregation policies. In Budapest, heterogeneous apartment houses in the 19th century reduced the level of
segregation and this was the case until the 1970s and 1980s. The mass moving in of the Roma population led to new patterns of segregation and some of the downtown areas turned into slums in Budapest and in the major cities. In Western European cities (in Rotterdam, Paris/West/Berlin and Vienna) participation-based strategies were applied for downtown rehabilitation. These models were different from the previous gentrification models with their population exchange and rise in status. In the post-socialist cities, however, the gentrification model of rehabilitation has prevailed. The role of the concrete housing estates was significantly greater in the centrally commanded urban development in Eastern European countries than in Western Europe. In Hungary, there were three different periods in the development of housing estates and the ones built in the 1960s could preserve their statuses. The impairment of some concrete housing estates was more rapid in Hungary than in the neighboring countries, and by the 1980s it turned them into housing estate slums.

**Main themes**
- Historical and societal historical views
- Contemporary history with a European overview
- Urban sociology, settlement sociology, city anthropology, “city morphology”
- Local government, urban management, urban development
- Local public policy
- Local public policy financing, project financing
- Use of spaces and institutions by the different groups

**Competencies**
- Contextualizing and interpreting urban phenomena from a sociological and historical perspective
- Acquisition and use of major migration, social statistical and urban indicators
- Fieldwork and communication
- Assessment of needs and the reconciliation of interests
- Recognizing opportunities of local public policy. Shaping local public policy

**Reflexivity**
- Interpreting the problems perceived
- Re-interpreting and re-evaluating practical problems
- Intended and actual impacts of earlier praxes
- Assessing the intended and non-intended but potential impacts of current or planned public policy interventions
- Assessing the direct (local) and extended (city or, potentially regional level) impacts of urbanistic, development, housing and education policy, institutional and service organization, labor interventions and public employment policies.
- Assessing and recognizing interest relations related to the projects and public policy interventions; assessing the chances for the reconciliation of interests
- Identifying the target groups, other beneficiaries and the stakeholders. Identifying their interests and advocacy skills
Required readings:


Lecturer responsible for the course unit: János Zolnay
Lecturer: János Zolnay
Elements of the course unit:

Strategies in housing policy

The objective of the course is to familiarize students with the different periods and models in housing policy from the 19th century “gründerzeit” to the rent freeze and its end during World War I; and the subsequent housing policies after World War II in the Eastern and the Western European countries. Students are expected to understand the connections among the state and urban housing policies (building regulations, controlled or free rents, land parceling, state and urban community flats, rental policies and urban processes). The first comprehensive housing code of the Hungarian state socialist system entered into force only in the mid 1970s. Before that time, rentals had been shaped by a peculiar predator policy: authorities had legalized the spontaneous taking over of empty homes after 1945. In such instances, legal procedures were initiated by the authorities only a decade later. However, a similar process occurred after the 1956 Revolution and the authorities approved such illegal moves again. After the introduction of the 1971 comprehensive decree, aspects of housing were a priority over the aspects of urban development. Cities were considered as mere “piles” of flats. The 1970s are a peak period of the construction of blocks of flats made of concrete. During construction and distribution, different principles were followed from the ones in earlier eras. Downtown rehabilitation efforts in the 1980s were an experiment to stop the trend; but these efforts failed. Understanding the urbanistic impacts of the ownership structure (apartment houses and individual flat owners), a result of the mass privatization of flats, and the analysis of the dilemma of flat privatization in the post-socialist countries are important topics to be discussed. The interrelation between the exceptionally low rate of community rents and the lack of administrative regulations, the lack of cheap private rents and the low mobility of labor force are interpreted.

Main themes
- Historical and societal historical views
- Contemporary history with a European overview
- Urban sociology, settlement sociology, city anthropology, “city morphology”
- Local government, urban management, urban development
- Local public policy
- Local public policy financing, project financing
- Use of spaces and institutions by the different groups
**Competencies**

- Contextualizing and interpreting urban phenomena from a sociological and historical perspective
- Acquisition and use of major migration, social statistical and urban indicators
- Fieldwork and communication
- Assessment of needs and the reconciliation of interests
- Recognizing opportunities of local public policy. Shaping local public policy

**Reflexivity**

- Interpreting the problems perceived
- Re-interpreting and re-evaluating practical problems
- Intended and actual impacts of earlier praxes
- Assessing the intended and non-intended but potential impacts of current or planned public policy interventions
- Assessing the direct (local) and extended (city or, potentially regional level) impacts of urbanistic, development, housing and education policy, institutional and service organization, labor interventions and public employment policies.
- Assessing and recognizing interest relations related to the projects and public policy interventions; assessing the chances for the reconciliation of interests
- Identifying the target groups, other beneficiaries and the stakeholders. Identifying their interests and advocacy skills

**Required readings:**

- Paul N. Balchin: Housing Policy In Europe. Routledge, 1996

**Urban slums and ghettos**

The course unit addresses issues of urban slums and ghettos: their formation and types in the European and Hungarian cities. Ethnic segregation is different in the Northern American and in the Western European cities; and different forms of segregation are characteristic of the Eastern European cities. Students are familiarized with the problem areas, the problems of slums and ghettos in the major Western European cities (as London, Paris and Berlin) where the immigrants live; and types of slums in the Eastern European cities. The course addresses the ways internal slums were formed in the internal transitory zones, e.g., in Budapest, in the center of former individual towns now belonging to the capital. The status of some housing estates significantly decreased and slums were formed of these concrete blocks of flats. Today, slums in the city are Roma
ghettos where poor Roma families and same status non-Roma people live. These ghettos are former worker/miner houses or army barracks. There are some slums that was parceled by the local government almost a century ago. However, the Hungarian slums have significantly less population than the ones in the broader European region. Urban policies on slums include expanding or contracting the area, neglecting the problems or dismantling the slums. An important issue in public policy is how cities treat problems of homelessness or illegal rents.

**Main themes**
- Historical and societal historical views
- Contemporary history with a European overview
- Urban sociology, settlement sociology, city anthropology, “city morphology”
- Local government, urban management, urban development
- Local public policy
- Local public policy financing, project financing
- Use of spaces and institutions by the different groups

**Competencies**
- Contextualizing and interpreting urban phenomena from a sociological and historical perspective
- Acquisition and use of major migration, social statistical and urban indicators
- Fieldwork and communication
- Assessment of needs and the reconciliation of interests
- Recognizing opportunities of local public policy. Shaping local public policy

**Reflexivity**
- Interpreting the problems perceived
- Re-interpreting and re-evaluating practical problems
- Intended and actual impacts of earlier praxes
- Assessing the intended and non-intended but potential impacts of current or planned public policy interventions
- Assessing the direct (local) and extended (city or, potentially regional level) impacts of urbanistic, development, housing and education policy, institutional and service organization, labor interventions and public employment policies.
- Assessing and recognizing interest relations related to the projects and public policy interventions; assessing the chances for the reconciliation of interests
- Identifying the target groups, other beneficiaries and the stakeholders. Identifying their interests and advocacy skills

**Required readings:**

Lecturer responsible for the course unit: János Zolnay
Lecturer: János Zolnay
### Course description:

In our era, strategic planning is not an exclusive feature of the economic sector but a main instrument for the construction of an innovative society. Local governments are obliged to elaborate on and implement strategies in many different areas including urban development. The objective of the course is to inform students on strategic planning as a process leading to a specific goal, assist students’ identification with new approaches and enable them as professionals to contribute to the dynamic development of a given settlement. In order to learn about practical applications, students are familiarized with a number of national integrated city development strategies, analyze them and prepare parts of the documentation, guided by the Urban Development Manual.

- Theoretical basics of strategic planning
- Strategic analysis
- Strategic planning
- The role of partnerships in implementing strategic plans
- The practice of municipal planning
- IVS as a special strategy
- Short-, mid- and long term urban developmental goals
- The role of the IVS in urban development
- Strengths and failures of IVS
- The Local Action Plan as a complex plan of urban development for the execution of IVS
Required readings:


Lecturer responsible for the course unit: Dr. László Bajnai, PhD
Lecturer: Dr. László Bajnai, PhD
Reflexive practice

<table>
<thead>
<tr>
<th>Credits: 2</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of semesters: 2</td>
<td>Classroom hours: 10</td>
</tr>
<tr>
<td>Requirements: Term mark</td>
<td></td>
</tr>
</tbody>
</table>

Course description:

The course is an introduction to reflective praxis. The innovative approach helps students – as professionals of the future – understand how they can utilize their knowledge in praxis and how they can combine theory and practice effectively. More awareness on the contents of study enhances learning capacities and participants will discover the connection between resilience, innovation and continual reflection. The course informs students about reflective methods and enhances awareness on own cognitive capacities and their use.

Key themes:

- Introduction to reflective thinking.
- Reflectivity as a collective, scientific, intellectual practice
- Methodological reflectivity
- Interpretative reflectivity
- Meta-theoretical reflectivity
- Ethnomethodological reflectivity
- Epistemological reflectivity

Required readings:


Lecturer responsible for the course unit: Dr. József Csürke

Lecturer: Dr. József Csürke
<table>
<thead>
<tr>
<th>Research, strategic evaluation and planning</th>
<th>Credits: 3</th>
<th>Seminar</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of semesters: 2</th>
<th>Classroom hours: 10</th>
<th>Requirements: Term mark</th>
</tr>
</thead>
</table>

**Course description:**

The aim of the course is to extend students’ methodological knowledge and skills focusing on developmental policy analysis and planning. Active participation is required during the seminars. Students are expected to read professional literature, prepare to discuss the main themes and formulate new ideas and suggestions. The course addresses theoretical issues in document- and data analysis, enabling the students for critical analysis and for the preparation of different development policy and strategic documents.

**Required readings:**

- Kvale, S (1996) Interviews: An Introduction to Qualitative Research Interviewing

**Lecturer responsible for the course unit: Dániel Molnár**

Lecturer: Dániel Molnár
<table>
<thead>
<tr>
<th><strong>Workshop</strong></th>
<th>Credits: 2</th>
<th><strong>Seminar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of semesters:</strong> 2</td>
<td><strong>Classroom hours:</strong> 10</td>
<td><strong>Requirements:</strong> Term mark</td>
</tr>
</tbody>
</table>

**Course description:**

The course provides an adequate framework for creative learning, interpretation and communication of professional and scientific knowledge, thereby supporting the reaching of certain learning outcomes and professional skills. The course unit is related to advanced courses. Themes of the course unit are selected as a result of the active collaboration of students. They are expected to collect data and determine methods of processing the data. The learning process is based on individual learning and personal participation of the students as well as on the collective activities of the students’ group.

One of students’ tasks is to find and review a relevant and recent professional literature. Students are expected to follow professional debates, identify and explore the different professional perspectives and standpoints.

**Competencies:**

Results and skills obtained in the workshop:
- synthesizing and deepening previous knowledge;
- professional and interdisciplinary analysis of social processes;
- evaluating social policy interventions for effectiveness;
- analyzing the factors influencing social policy;
- identifying and analyzing social needs, problems and risks.

**Required readings:**

Professional literature is determined by the course contents that are raised in the workshop. Some of sources are identified by the students individually.

**Lecturer responsible for the course unit:** Éva Vojtek
Lecturer: Éva Vojtek
<table>
<thead>
<tr>
<th><strong>Field practice</strong></th>
<th><strong>Credits:</strong> 4</th>
<th><strong>Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of semesters: 2</td>
<td>Classroom hours: 100</td>
<td>Requirements: Term mark</td>
</tr>
</tbody>
</table>

**Course description:**

The objective of the field practice is to assist the integration of theoretical knowledge, practical skills and professional attitudes by practicing professional tasks in the area. Further, it prepares students for regular professional work. Field practice can be accomplished in an institution responsible for some area of urban development; and in which the student is personally and directly involved in the professional tasks. The student’s task performed during the placement is considered part of the postgraduate study program. The students are expected to familiarize themselves with the work and tasks of the given organization as well as the special policy issues arising in the context. They acquire main methods and practical applications during their work.

Competencies acquired during the field practice:

- Planning, managing and implementing intervention processes and special policy decisions
- Community organizing and development; and the representation of interests
- Social public administration
- Organizing social provision systems and the management of social institutions
- Collaboration in the establishment and management of social organizations
- Empathy to people and sensitivity to social situations
- The ability to identify values and interests; the professional approach to one’s own interests and values
- The ability to work independently and creatively
- The ability to work in organizations, interdisciplinary teams, and in international collaborations
- The ability of rational analysis, problems solving, decision making and reasoning
- The ability for successful communication
- Making presentations, documentations and plans

**Required readings:**

Borda, V.: Field Practice. Unpublished manuscript
<table>
<thead>
<tr>
<th>Lecturer responsible for the course unit:</th>
<th>Viktória Borda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Viktória Borda</td>
</tr>
<tr>
<td><strong>Field practice seminar</strong></td>
<td><strong>Credits:</strong> 3</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Number of semesters: 2</td>
<td>Classroom hours: 15</td>
</tr>
</tbody>
</table>

**Course description:**

The field practice seminar is related to the practice. During the seminar students are familiarized with the ways of representing various approaches when discussing and analyzing issues of a given professional area. Working in small groups, students analyze and evaluate their experiences to reach a successful synthesis.

**Required readings:**

None

**Lecturer responsible for the course unit:** Viktória Borda

Lecturer: Éva Vojtek