

**Urban Social Development
Curriculum**

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

Course descriptions:

Introduction to Urban Sociology	Credits: 3	Lecture
Number of semesters: 1	Classroom hours: 10	Requirements: Exam

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:

- Calthorpe, Pete: Urbanism in the age of climate change. Washington, DC : Island Press, 2011.
- Knox, Paul L.: Urban social geography : An introduction. 4th ed. Harlow [etc.]: Prentice Hall : Pearson Education, 2000
- Encyclopedia of the city (ed. by Roger W. Caves). Abingdon ; New York : Routledge, 2005
- Newman, Peter: Cities as sustainable ecosystems : principles and practices. Washington, D.C. : Island Press, 2008

Lecturer responsible for the course unit: János Zolnay

Lecturer: János Zolnay

Introduction to Local Policy and Service Provision	Credits: 6	Lecture	
Number of semesters: 1	Classrom hours: 20	Requirements: Exam	

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:

- Bordás, M.: Public services at local government level. Acta Juridica Hungarica. Volume 50, Number 4/December 2009, pp. 459-487.
- Needham, K; Murray, A.: The future of public services in Europe. Unison & Verdi, , London,. 2009.
- Council of European Municipalities and Regions: European charter on local and regional services of general interest. 2009. (Council of European Municipalities and Regions)
- Enyedi, György : Transformation in Central European Postsocialist Cities. Pécs : Centre for Regional Studies, 1998. 47. p. Discussion Papers, No. 21.
- Wollmann , H.; Marcou, G.: The Provision Of Public Services In Europe - Between State, Local Government and Market. Edwadr Elgar, Cheltenham, 2010.

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:

- Rablen, M. D.: The promotion of local wellbeing: A primer for policymakers . Local Economy, May 2012; vol. 27, 3: pp. 297-314.
- Schridde, H.: Local Welfare Regimes and the Restructuring of the Welfare State – an Anglo-German Comparison. German Policy Studies/Politik feldanalyse, 2(1), 2002: pp. 105-142.
- Lynch, K. A.: Social Provisions and the Life of Civil Society in Europe: Rethinking Public and Private. Journal of Urban History, May 2010; vol. 36, 3: pp. 285-299.
- Davey, K.: Balancing National and Local Responsibilities: Education Management and Finance in Four Central European Countries. Budapest, Local Government and Public Reform Initiative, LGI Books, 2002
- Smith, B.L.: Public Policy and Public Participation: Engaging Citizens and Community in the Development of Public Policy. Population and Public Health Branch Atlantic Regional Office Health Canada, Halifax.

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
<p>Elements of the course unit</p> <p>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.</p> <p>Required readings:</p> <ul style="list-style-type: none"> - Pike, Andy: Local and regional development. London ; New York : Routledge, 2006 - Telň, Mario: Europe : A civilian power? European Union, global governance, world order. Houndmills ; New York : Palgrave Macmillan, 2006 - Faragó, L.: The General Theory of Public (Spatial) Planning. The Social Technique for Creating the Future. Discussion Papers. 43. Pécs, Centre for Regional Studies of Hungarian Academy of Sciences. - David Rusk. 1995. Cities Without Suburbs. Washington, DC: Woodrow Wilson Center Press (Pp. 5-47). - J. Eric Oliver. 2001. Democracy in Suburbia. Princeton: Princeton University Press (Pp. 187-213). - Todd Swanstrom and Brian Banks. 2009. Going regional: Community-based regionalism, transportation, and local hiring agreements. Journal of Planning Education and Research 28: 355-367. - Jennifer Clark and Susan Christopherson. 2009. Integrating investment and equity: A critical regionalist agenda for progressive regionalism. Journal of Planning Education and Research 28: 341-354. - H.V. Savitch & Ronald K. Vogel. 2000. Paths to new regionalism. State and Local Government Review 32: 158-68. 		
<p>Lecturer responsible for the course unit: Prof. Dr Ilona Pál-Kovács, D.Sc, Professor Lecturer: Prof. Dr. Ilona Pál-Kovács, D.Sc, Professor</p>		

Project cycle management	Credits: 2	Lecture
Number of semesters: 1	Classrom hours: 10	Requirements: Exam

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 practices. 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:

- Burke, Rory: Project management : Planning and control techniques. 3rd ed. Chichester, England : J. Wiley, 2002
- Dingle, John: Project management : Orientation for decision makers. London ; Sydney: Arnold , 1997
- Gardiner, Paul D.: Project management : A strategic planning approach. Houndmills : Palgrave Macmillan, 2005

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	Classrom 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 sapling 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:

- Rubin, A., Babbie, E (1997): Research Methods for Social Work Brooks/Cole
- Scriven, M, & Paul, R. (1987). Critical thinking as defined by the National Council for Excellence in Critical Thinking, 1987. Eighth Annual International Conference on Critical Thinking and Education Reform. (Retrieved from <http://www.criticalthinking.org/print-page.cfm?pageID=766>)
- Paul, R., & Elder, L. (2006). The miniature guide to critical thinking: Concepts and tools. Dillon Beach, CA: Foundation for Critical Thinking
- Kvale, S (1996) Interviews: An Introduction to Qualitative Research Interviewing
- Ellis, R., & Hogard, E. (2006). The Trident: A three-pronged method for evaluating clinical, social and educational innovations. Evaluation, 12, 372–383.

Lecturer responsible for the course unit: Prof. Dr. habil. Árpád Baráth

Lecturer: Dániel Molnár

Developmental programs	Credits: 6	Lecture
Number of semesters: 2	Classroom hours: 20	Requirements: Exam

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:

- John Logan and Harvey Molotch. 2007. Urban Fortunes: The Political Economy of Place. Berkeley: University of California Press.
- Sassen, Saskia. 2006. Cities in a World Economy, Third Edition. Thousand Oaks, CA: Pine Forge Press.
- Sassen, Saskia. 2006. Cities in a World Economy, Third Edition. Thousand Oaks, CA: Pine Forge Press.
- Scott Campbell. 1996. Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. Journal of the American Planning Association 62: 296-312.

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:

- Philip Kasinitz, John Mollenkopf, Mary Waters and Jennifer Holdaway. 2009. *Inheriting the City*. New York: Russell Sage.
- Peter Dreier, John Mollenkopf, and Todd Swanstrom. 2005. *Place Matters: Metropolitics for the Twenty-first Century*. Lawrence: University of Kansas Press.
- Garofoli, G.: *Local Development in Europe: Theoretical Models and International Comparisons*. *European Urban and Regional Studies*, July 2002; vol. 9, 3: pp. 225-239.
- Minkoff, S. L.: *The Proximate Polity: Spatial Context and Political Risk in Local Developmental Goods Provision*. *Urban Affairs Review*, May 2012; vol. 48, 3: pp. 354-388.,
- Johnson, C. (2001). "Local Democracy, Democratic Decentralisation and Rural Development: Theories, Challenges and Options for Policy", *Development Policy Review*, 19, 4, 521-532.

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

Lecturer: Dr. László Bajnai, Ph.D.

Urbanistic and societal processes	Credits: 6	Lecture
Number of semesters: 1-2	Classroom hours: 20	Exam

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 controversion 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:

- Don Mitchell. 2003. *The Right to the City: Social Justice and the Fight for Public Space*. New York: Guilford (Chapter 1).
- Buckley, Robert M.: *Shelter strategies for the urban poor : Idiosyncratic and successful, but hardly mysterious*. [Washington, D.C.] : World Bank, 2004
- Imparato, Ivo: *Slum upgrading and participation : Lessons from Latin America*. Washington, D.C. : World Bank, cop. 2003

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:

- Douglas Massey and Nancy Denton. 1998. *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press.
- Richard Florida. 2003. *The Rise of the Creative Class*. New York: Basic Books.
- Sharon Zukin. 2010. *Naked City: The Death and Life of Authentic Urban Places*. New York: Oxford University Press. (pp. 1-31).
- Loretta Lees. 2000. A reappraisal of gentrification. *Progress in Human Geography* 24: 389-408.
- Neil Smith. 2002. New globalism, new urbanism: Gentrification as global urban strategy, *Antipode* 34: 434-57.
- Lance Freeman. 2005. Displacement or succession?: Residential mobility in gentrifying neighborhoods. *Urban Affairs Review* 40: 463-491.

Lecturer responsible for the course unit: János Zolnay

Lecturer: János Zolnay

Housing policy	Credits: 6	Előadás Szeminárium Gyakorlat	X
Number of semesters:1 -2	Classrom hours:20	Requirements: Szigorlat Kollokvium Gyakorlati jegy	X
Elements of the course unit:			
Strategies in housing policy			
<p>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.</p>			
<i>Main themes</i>			
<ul style="list-style-type: none"> • 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:

- Priemusa, H.: A comparative view on European housing policies in the nineties. Scandinavian Housing and Planning Research. Volume 10, Issue 4, 1993. pages 235-243
- 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 were 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:

- Mauro Small and Katherine Newman. 2001. Urban poverty after The Truly Disadvantaged. Annual Review of Sociology 27: 23-45.
- Ralph Sampson. 2002. Assessing neighborhood effects. Annual Review of

Sociology 28: 443-478.

- Roberto Fernandez. 2008. Race, spatial mismatch, and job accessibility: evidence from a plant relocation. *Social Science Research* 37: 953-975.

Lecturer responsible for the course unit: János Zolnay

Lecturer: János Zolnay

Strategic planning – integrated urban development strategy	Credits: 3	Lecture
Number of semesters: 2	Classroom hours: 10	Requirements: Exam

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:

- Timothy Bartik. 1991. Who Benefits from State and Local Economic Development Policies? Kalamazoo, MI (Pp. 17-58).
- Michael E. Porter. 2000. Location, competition, and economic Development: Local clusters in a global economy. *Economic Development Quarterly* 14: 15-34.
- Jennifer Robinson. 2011. Cities in a world of cities: The comparative gesture. *International Journal of Urban and Regional Research* 35: 1-23.
- Barney Cohen. 2003. Urban growth in developing countries. *World Development* 32: 23-51.
- Wu, F. 2000. The global and local dimensions of place-making: Remaking Shanghai as a world city. *Urban Studies*, 37, 8, 1359-1377.
- Gianpaolo Baiocchi, Patrick Heller, Marcelo Kunrath Silva. 2008. Making space for civil society: Institutional reforms and local democracy in Brazil. *Social Forces* 86: 911-936.
- Virag Molnar. 2010. The cultural production of locality: reclaiming the 'European City' in Post-Wall Berlin. *International Journal of Urban and Regional Research* 34: 281-309.

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

Lecturer: Dr. László Bajnai, PhD

Reflexive practice	Credits: 2	Practice
Number of semesters: 2	Classrom hours: 10	Requirements: Term mark
<p>Course description:</p> <p>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.</p> <p>Key themes:</p> <ul style="list-style-type: none"> • Introduction to reflective thinking. • Reflectivity as a collective, scientific, intellectual practice • Methodological reflectivity • Interpretative reflectivity • Meta-theoretical reflectivity • Ethnomethodological reflectivity • Epistemological reflectivity 		
<p>Required readings:</p> <ul style="list-style-type: none"> - Schön, D.A. (1983). <i>The reflective practitioner. How Professionals think in action.</i> New York: Basic Books. - McNamee, S., Gergen, K.(1999):Relational Responsibility. Resources for Sustainable Dialogue. Sage, Thousand Oaks. - Cooperrider, D. L., Whitney, D.(1999): Appreciative Inquiry. Berrett-Kochler Communications Inc., San Francisco. 		
<p>Lecturer responsible for the course unit: Dr. József Csürke Lecturer: Dr. József Csürke</p>		

Research, strategic evaluation and planning	Credits: 3	Seminar
Number of semesters: 2	Classroom hours: 10	Requirements: Term mark
<p>Course description:</p> <p>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.</p>		
<p>Required readings:</p> <ul style="list-style-type: none"> - Rubin, A., Babbie, E (1997): Research Methods for Social Work Brooks/Cole - Kvale, S (1996) Interviews: An Introduction to Qualitative Research Interviewing - Ellis, R., & Hogard, E. (2006). The Trident: A three-pronged method for evaluating clinical, social and educational innovations. Evaluation, 12, 372–383. 		
<p>Lecturer responsible for the course unit: Dániel Molnár Lecturer: Dániel Molnár</p>		

Workshop	Credits: 2	Seminar
Number of semesters: 2	Classroom hours: 10	Requirements: Term mark
<p>Course description:</p> <p>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</p> <p>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.</p> <p>Competencies:</p> <p>Results and skills obtained in the workshop:</p> <ul style="list-style-type: none"> - 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. 		
<p>Required readings:</p> <p>Professional literature is determined by the course contents that are raised in the workshop. Some of sources are identified by the students individually.</p>		
<p>Lecturer responsible for the course unit: Éva Vojtek Lecturer: Éva Vojtek</p>		

Field practice	Credits: 4	Practice
Number of semesters: 2	Classrom hours: 100	Requirements: Term mark

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

Lecturer responsible for the course unit: Viktória Borda

Lecturer: Viktória Borda

Field practice seminar	Credits: 3	Seminar
Number of semesters: 2	Classrom hours: 15	Term mark
<p>Course description:</p> <p>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.</p>		
<p>Required readings:</p> <p>None</p>		
<p>Lecturer responsible for the course unit: Viktória Borda Lecturer: Éva Vojtek</p>		