COURSE DESCRIPTION

I. COURSE DATA

1. Code number:
   7NK40NFV34B

2. Title of the course (in Hungarian):
   Nemzetiségi és etnikai problémák a kommunizmus utáni Európában

3. Title of the course (in English):
   Post-Communist Europe and its National/Ethnic Problems

4. Number of lessons:
   2/0

5. Credit value:
   3

6. Frequency the course is launched at:
   Spring semester

7. Language of the course:
   English

8. Pre-study requirements:
   -

9. Type of the course:
   elective

10. Person/Institute responsible:
    Institute for International Studies

11. Name of the person responsible:
    Jeszenszky Géza

12. Course content:
    Between Western Europe, the fifteen older members of the European Union and Russia (to-day) there are twenty
    (with Greece 21) independent, sovereign states, with a population about 200 million. Sometimes aptly called „the
    heart of Europe,” this region has figured prominently in international affairs: both world wars broke out there
    (partly due to the conflicting national claims), and the origins of the Cold War also lie in the imposition of Soviet
    Communism on the whole region. The peaceful dismantling of Marxist authoritarianism in Poland and Hungary in
    1989 led to the fall of all the Communist dominoes and the emergence of vibrant new democracies. Large ly having
    completed the painful transition (“shock therapy”), the majority of the formerly Communist-dominated countries
    have become members of NATO and the European Union.

    In most of the states of what used to be called Eastern Europe, a considerable proportion of the inhabitants do not
    belong to the national group which gives name to the country (“titular nation”), they are national or ethnic
    minorities. With the end of Communism long-suppressed sentiments like patriotism revived, but, sadly, national
    intolerance, too, re-emerged. That led to the break-up of three federal states, terribly brutal wars in the Balkans and
    continuing intolerance towards the national minorities. Since most of the minorities have a “mother country" or a
    “kin state", the treatment of the minorities has an important international bearing as well, that is why the European
    Union and NATO have paid considerable (but still insufficient) attention to the handling and fair resolution of this
    issue.

    The controversy about the status of Kosovo, the Russian endorsement of claims for separation by small regions in
    the Caucasian area, and even more the questions posed by multiethnic states like Afghanistan and Iraq, show how
    crucial it is to find the means and methods that help to achieve harmonious co-existence between the various
    national, ethnic and religious communities which live within existing states.

    The lectures and discussions would place the nationalist/ethnic tensions and conflicts resulting from the diverse
    ethnic, linguistic and religious composition of the former Communist countries in the context of history and
    contemporary politics.

13. Mid-term study requirements:
    An approx. 10,000 character long essay should be presented in class and submitted by the end of March (30 % of
    grade

14. End-term study requirements:
    oral examination (colloquy)
15. Assessment method:
Attendance and active participation in the class lectures (20 per cent of final grade). Knowledge of required reading and the contents of the lectures will be assessed in a final oral examination (50 per cent of final grade). An approx. 1200 word (10,000 character) long essay or book review (30 % of grade) is to be turned in by the end of March.

16. Literature:

**Recommended Reading**

**Required Reading** (suitable also for the book review)
- Popély Árpád - Štefan Šutaj - Szarka László: Beneš-dekrétumok és a magyar kérdés, 1945-1948. Történeti háttér,
17. Teacher(s):
  Jeszenszky Géza

II. COURSE PROGRAMME (DETAILS ON CONTENT AND REQUIREMENTS)

18. Course description:

1. Ethnic diversity in the world. Central Europe: a region of conflicts? (Reading: Preface, More Bosnias…? Ethnic Cleansing… and One Thousand Years…) The "three Europes." Languages, religions, cultural and social characteristics. States, nations and minorities
3. The international protection of minorities under the League of Nations. Aggravating the problem: border changes, expulsions and population exchanges, 1938-1948.
4. Post-war transformation and versions of Stalinism. Minorities under Communism. „Annus mirabilis”: the fall of the communist dominoes.
5. Fears and hopes after the collapse of Communism. The three pillars of Hungary’s foreign policy.
9. International norms for the protection of minorities: the OSCE and the Council of Europe. The role of NATO and the EU: stability versus justice?
10. Slovakia and its policy towards the minorities. The bilateral treaty with Hungary, and opposition to the “Status (or Benefits) Law” of 2001.
11. Romania from totalitarian nationalism to coalitions with its Hungarians.
13. New tensions around Russia and in the Balkans: Kosovo as a model?
14. Working solutions in Western Europe: regionalism, the Swiss cantonal system, federalization in Spain, autonomy in Italian South Tyrol and devolution in Britain. How to defuse a world problem?

19. Competency description:

The aim of the course is to make the students (especially those from abroad) aware of the issue of the problem of minorities in the former Soviet Bloc, so that they would be prepared to deal with similar issues here as well as in other parts of the world.

20. Individual student assignments:

An approx. 1200 word (10,000 character) long essay or book review (30 % of grade) is to be turned in by the end of March.
21. Course participation:
   Understanding the complex story of Central Europe (beyond names and dates) requires regular attendance. The lectures will be interspersed with thought-provoking questions, and the answers may not be found in the textbooks.

22. Mid-term assessment:
   The grade for the essay or book review will guide the students about their understanding of the problem.
To: Contains applicable subelement data. Removed DE 60 (Advice Reason Code) note pertaining to Maestro acquirers. Changed DE 48, comments in the Authorization Authorization. Bit number 1 in the Primary Bit Map and bit number 65 in the Secondary Bit Map (that is, the first bit in each bit map) do not have corresponding data elements. These bits indicate the presence or absence of additional data elements in the message. If bit number 1 is 1, the Secondary Bit Map is present and selected data elements in the range DE 66–DE 128 exist in the Secondary Bit Map of the message. [Interactive Coding Exercise] Data Types. 06:04. Mathematical Operations in Python. Who this course is for: If you want to learn to code from scratch through building fun and useful projects, then take this course. If you want to start your own startup by building your own websites and web apps. If you are a complete beginner then this course will be everything you need to become a Python professional. The code supports numbers up to 4 digits, i.e., numbers from 0 to 9999. Idea is to create arrays that store individual parts of output strings. One array is used for single digits, one for numbers from 10 to 19, one for 20, 30, 40, 50, ... etc, and one for powers of 10. The given number is divided in two parts: first two digits and last two digits, and the two parts are printed separately. C. Get hold of all the important DSA concepts with the DSA Self Paced Course at a student-friendly price and become industry ready. My Personal Notes arrow_drop_up. Save.