The Department of International Relations and European Studies (IRES) is a center of excellence for education, training and research.

IRES integrates international relations research with regional expertise in the European Union and the wider European neighborhood, Central and East Asia, and the Middle East. Attention is paid to the evolving role of the EU, Russia, China, and the US in international affairs, the rise of new powers and the role of non-state actors in world politics and the global economy. IRES combines international relations theory, international political economy and security studies with multidisciplinary approaches to the study of transnational, national and sub-national politics.

This highly competitive program provides an enriching environment that generates research on relevant topics in a globalizing world. A multidisciplinary faculty (including scholars from international relations, history, law, economics, political science, and political geography) and a broad scope of course offerings attract top-level graduate students from around the world. The student/faculty ratio for the Department of International Relations and European Studies is 5:1.

Interest in, and respect for, cultural, national and religious diversity are highly valued at IRES, which has one of the most diverse faculty and student populations at CEU. We encourage our students to think of IR scholarship as an historically and culturally contingent practice and to enter the classroom prepared to contribute to an ongoing conversation about international relations and public policy. Above all, IRES is committed to educating a new generation of professionals in the region who will help ensure the peace and stability of Europe and beyond in the 21st century.
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1. Basic Departmental Data

Institution Responsible Central European University

Central European University is a graduate institution in the social sciences, the humanities, law and management. It is accredited in both the United States and Hungary, and offers English-language Master's and doctoral programs.

Name of Department International Relations and European Studies

Degree to be Awarded Master of Arts (MA)

A ten-month program consists of two teaching and one research term. The MA degree was conferred for the first time in June 1993 and since 2001 the program has been registered with the Board of Regents of the University of the State of New York (US). CEU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Eligible students can also acquire a Postgraduate Specialist Degree in Global Politics accredited in Hungary.

Starting Date September 2014

2. Course Requirements

I. REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

Courses at the Department belong to three different tracks: International Relations Track, European Studies Track, and International Political Economy Track.

In each semester students are required to take courses from at least two tracks, while over the course of the academic year students are required to take courses from all three tracks.

Please note that you may take courses for a maximum of FOUR credits from another department (one FOUR-CREDIT course or two TWO-CREDIT courses) in the academic year subject to permission by the Head of Department.

A. Pre-session Period Requirements

Although attendance is required, performance during the Pre-session Period is not evaluated.

B Fall Semester Requirements (16 Credits)

The Fall Semester consists of SIXTEEN CREDITS (1 credit = 1 x 50 minutes x 12 weeks = 600 minutes).

Students must take Research Design and Methods in IR course for TWO CREDITS

Academic Writing for International Relations for TWO CREDITS.

Students must complete all SIXTEEN CREDITS in the Fall Semester, as described above, in order to advance to the Winter Semester.

C Winter Semester Requirements (16 Credits)

The Winter Semester consists of SIXTEEN CREDITS.

Students must take Research Design and Methods in IR II for TWO CREDITS,
Academic Writing for International Relations

Please note that Academic Writing for International Relations course is MANDATORY. Although the course carries no credits in the Winter Semester, it is an integral part of the program and must be passed to advance to the Spring Semester.

Students must complete all SIXTEEN CREDITS in the Winter Semester in order to advance to the Spring Semester.

Please note that the number of students in IRES courses – except for mandatory courses – is restricted. Non-degree visiting students are not included in the limit.

**D. Spring Semester Requirements: Thesis Research and Writing (8 Credits)**

Under faculty supervision, students will prepare an original research paper (thesis) according to the following six criteria:

All theses must identify an adequate research topic, which includes a manageable field of research and a number of researchable questions to investigate.

Theses should show a good knowledge of the literature in the field; contribute to the study of the field through original research and/or by relating the subject studies to the broader academic literature; and demonstrate analytic ability through the careful and critical use of relevant concepts and approaches.

All theses should include footnotes and a full bibliography of sources consulted. A university style sheet is available on preferred methods of footnoting and bibliographic citation at the Academic Writing Center. As specified by the IRES supplement to the thesis writing guidelines, Turabian is the expected style for citation and footnotes. Arguments and information drawn from books and articles consulted should be acknowledged in all cases. Direct or indirect quotations should be clearly indicated through the use of quotation marks (“’”); repetition of other authors’ writing in the text without proper citation is plagiarism and will be penalized (see also “Student Rights, Rules, and Academic Regulations” on CEU website: http://www.ceu.hu/documents/p-1105-2).

The word limit for the thesis is 15,000 words (+/- 15%) including footnotes but excluding bibliography and annexes; from the beginning of introduction to the end of conclusion. The word count should be indicated on the cover page. Theses that fall outside the range above (12,750 – 17,250) will not be accepted.

Students are encouraged to undertake comparative studies of more than one country. Those who wish to focus on their own country must justify their proposal to their faculty supervisor in terms of its particular analytical interest.

**Grading:**

The thesis will be graded according to the grading scheme of the university. A minimum grade of C+ is required in order to receive the MA degree, subject to having completed all other requirements. The Master’s thesis grade counts toward the GPA by its credit number.

**Submission:**

Three spiral-bound hard copies of the thesis and an electronic version (in .doc format as an e-mail attachment to ires_thesis@ceu.hu) should be submitted in person to the Program Coordinator by 4 pm on Tuesday, Jun 2, 2015. The hard copies can only be submitted if the .doc version and the eTD copy had already been submitted.

Please note that CEU requires each candidate for a CEU academic degree to deposit an electronic version of his/her submitted thesis/dissertation in the Electronic Theses and
Dissertations (ETD) collection, which will be stored in the CEU library thesis/dissertation collection, and will be accessible online on the library’s website (according to the distribution option set by the author).

Late submission will result in the downgrading of the thesis. Up to two days of delay result in the deduction of one grade (a third of a letter grade), so that an A-level thesis submitted two days later would receive an A- grade. A thesis that is submitted 3 to 4 days late would receive B+ and so forth. The Department will not accept theses submitted after 4 pm on Thursday, Jun 11, 2015.

Thesis defense:

Students are required to give an oral defense of their thesis in the presence of an MA Defense Committee consisting of the supervisor and a second reader of the thesis. Second readers are nominated by the Department. Defense of the MA thesis is public, and the date is announced by the Department (see the Calendar for dates). In case of students eligible for the Hungarian degree, the Defense Committee will consist of three members.

E. Progress toward the Degree

Continuous registration and evidence that satisfactory progress is being made toward the degree are required of all candidates for graduate degrees offered by CEU.

Residency requirement: in residence, full time.

MA candidates are expected to reside in Budapest at all times during the program. They are expected to continuously remain in contact with campus academic life and respond promptly to any communication from the department.

Any exceptions to this must be approved in advance by the Head of Department.

All CEU students must make satisfactory progress in order to be eligible for any type of financial aid.

More than a week of unjustified absence, and/or irregular attendance noted by the instructor and the department head may result in the loss of a tuition waiver and/or financial aid and/or grade deductions.

F. Summary

In order to receive the Master of Arts Degree in International Relations and European Studies, students must fulfill the following four criteria. Students must:

Pass the Academic Writing for International Relations courses. Pass the Methods and Research Design in IR courses with a grade C+ or above.

Achieve the required number of credits in the Fall Semester (16 credits) and the Winter Semester (16 credits), in the manner stipulated in the preceding sections;

Pass the Masters thesis with a grade of C+ or above (8 credits);

Accumulate 40 credits over three consecutive terms as stipulated above with a cumulative Grade Point Average of 2.66 or higher.

The requirements for successful completion of individual courses are outlined in the syllabi (posted on the website of the department). Normally, such requirements include active class participation, short writing assignments, research papers, and/or written examinations.
Please note that no student shall receive his/her degree until all outstanding financial responsibilities are met (e.g. tuition) and the Student Services Leaving form is signed by all appropriate units.

II. SPECIALIZATION IN RELIGIOUS STUDIES (in cooperation with the Center for Religious Studies)

In order to receive a certificate of attendance in the SRS together with the degree proper, the following requirements need to be fulfilled:

1. Based on the required 40 credits to obtain the MA degree, SRS students must take two mandatory courses (4-6 credits) and obtain 8 further elective credits (from the approved annual list of SRS courses).

2. SRS students must write their thesis on a religion-related topic. The student’s first or the second supervisor should be a faculty member from the Specialization.

3. Participation in the Annual Specialization Religious Studies Student’s Thesis Writing Workshop.

4. Participation in lectures, special seminars, and workshops organized by the Center for Religious Studies is mandatory. Attendance and participation will considered part of a student’s overall performance.

III. SYSTEM OF COURSEWORK GRADING

The Department of International Relations and European Studies (IRES) uses the CEU system of letter grades and grade points for evaluating students’ work, including the thesis, as shown in the table of the Student Records Manual.

The minimum passing grade for a mandatory or an elective course is C+ (worth 2.33).

Failure to drop a course while not attending will result in the assignment of an “AF” (Administrative Failure) grade for the course. This grade earns no credits and affects the GPA with 0.00 points.

Unless otherwise specified in the course’s syllabus, late submission of written assignments will result in downgrading by one grade for every second day late (i.e. if students submit their assignments one or two days late, their assignments will be downgraded by one third of a letter grade, for example from a B+ to a B; if the assignment is submitted on the third or fourth day it will be downgraded by two thirds of a letter grade, for example from a B+ to a B-, etc.).

IV. PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is a form of academic misconduct. It is a practice that involves taking and using another person’s work and claiming it, directly or indirectly, as one’s own. Plagiarism occurs both when the words of another are reproduced without acknowledgment and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.

CEU distinguishes between cases of serious and less serious plagiarism.

Serious plagiarism:

- Submitting as one’s own work a text largely or wholly written by another person or persons.
- Copying or paraphrasing substantial sections from one or more works of other authors into one’s own text, without attribution, that is, omitting any reference to the work(s) either in the body of the text, in footnotes, or in the bibliography/reference list.
• Submitting a thesis as part of masters or doctoral requirements which has been previously submitted to another institution in English or in another language.

Less serious plagiarism:

• Paraphrase of a substantial section or several smaller sections of another text or texts without any reference in the body text, but the work is included in the bibliography/reference list.
• Copying verbatim two or three not necessarily consecutive phrases, or one or two not necessarily consecutive sentences, from the work of others without attribution.
• Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student’s text.
• Submitting without permission one’s own work that has been largely or wholly submitted for credit to another course.

Plagiarism sanctions according to CEU regulations:

(1) In the case of a first offense classified as less serious plagiarism, the student should normally:
   a. receive an oral or written reprimand,
   b. rewrite the assignment and receive a lowered grade

(2) In the case of a second, subsequent minor offense, or in the case of a first offense that in the department’s opinion is more serious, the student should normally:
   a. receive a written reprimand (not reflected on the transcript)
   b. rewrite the assignment, receive a lowered grade or receive the lowest passing grade, with or without being given a fail grade

(3) In the case of continuing offences, or of a serious offence, students should normally receive a
   a. written reprimand (that will usually appear on the student’s transcript)
   b. fail grade, with or without the possibility of retake

(4) In very serious cases such as plagiarizing a major part of an assignment, or persistent plagiarism despite written warnings and other sanctions described above, the department should consider initiating formal procedures towards expelling the student from the University in accordance with the applicable policies.

For further details of the CEU policy on plagiarism students are encouraged to consult the following document:

http://documents.ceu.hu/documents/p-1405-1

V. RETAKE

Students failing a course have the right to one retake examination. If in the course assessment there was no examination component, the retake examination can be substituted by substantial written piece of work.

A satisfactory retake assessment (based on examination or written piece of work) means the demonstration of a passing performance. The maximum grade allocated in a retake assessment is “RP”, (worth 2.33 points). A fail in the retake assessment of a compulsory course leads to the automatic termination of the enrollment. A student failing the retake assessment in an elective subject will not be allocated the course’s credit numbers and the impact on the GPA will be 0.00 points.
For any course only one retake assessment is allowed. Students must communicate their request for a retake at latest within 5 days after the final grade was posted in the University’s Information System.

**VI. EXEMPTION FROM EXAMINATION**

Upon a formal written request from the student, the Head of Department may exceptionally grant temporary exemption from taking examinations on the fixed date. Any student request to be excused from taking an examination may be granted in cases of: a) illness, b) family emergency, c) religious reasons. In each of the above cases the student alone will be responsible for providing adequate documentation in advance for the legitimacy of the request to be properly considered. Any student who has been excused from an examination shall take a special examination at a later date, at the discretion of the Head of Department.

**VII. THESIS DEFERRAL**

Students may submit a petition requesting deferral to the Head of Department with the support letter of the Thesis Supervisor, and send a copy to the Department Coordinator. The petition should outline the reasons for deferral and the student should provide supporting documentation. Any student may be granted deferral in cases such as illness or family emergency. In each of the above cases the student alone will be responsible for providing adequate documentation for the legitimacy of the request to be properly considered.

In just cases, students should inform the Head of Department at the earliest opportunity, as soon as the adverse circumstances become known, but no later than Tuesday 26 May 2015.

In case of deferral dates of submission are: December 1 and June 1, and the maximum grade awarded for the thesis is B+. The same late submission rules apply for deferred theses.

The Master’s thesis must be submitted by 1 June 2017, with the Head of the Department’s prior agreement if this has not been in due course. No deferred theses can be submitted after 15 June 2017.

The submitted thesis will be evaluated within 30 days of the deadline.

**VIII. APPEALS**

The Department considers appeals under exceptional circumstances.

Before filing an appeal the student is required to discuss the complaint with the instructor conducting the course. Appeals must be made in writing at latest within 3 days after the final grade submission deadline posted in the University’s Calendar. The Head of Department will refer the written appeal to the consideration of the Appeals Committee which comprises of three faculty members.

**IX. ACCEPTANCE**

By matriculating in the International Relations and European Studies Department students have agreed to abide by the general rules and procedures of the Central European University.
3. Course Management Arrangements

I. CEU ORGANIZATIONAL STRUCTURE

CEU is governed by an international Board of Trustees. All academic policy is governed by the CEU Senate, while all executive decisions are the responsibility of the CEU Rector and President. For additional information on the governance of the Central European University, please consult the Rectorate or the CEU website: http://www.ceu.hu/administration

II. INTERNATIONAL RELATIONS AND EUROPEAN STUDIES

The Department of International Relations and European Studies is run by a Department Committee of full-time departmental faculty in residence, chaired by the Head of Department. The Committee oversees routine academic and administrative business pertinent to the management of the department and normally meets monthly.

Where appropriate, the Committee invites the student Representatives to attend Committee meetings. The need for a student presence at Committee meetings is determined by the Head of Department.

III. STUDENT REPRESENTATION

A. At the University Level

Students are represented at the University level via a student council, a student dormitory council, and three student representatives to the CEU Senate.

A student council exists to provide student feedback and input to the University's Central Administration on academic and non-academic issues. It usually consists of two student representatives per department or program, and it elects three student representatives to the Senate. The student representatives to the Senate represent all students and report on issues of general student concern. Further info: http://studentunion.ceu.hu/about-us

A separate student dormitory council is elected to provide student input and feedback to the central administration on student dormitory issues.

B. At the Department Level

Students are informed of any important decisions affecting particular courses, students' work, or the department in general. Such information is provided by one or more of the following methods: notices posted on the department notice board; notices delivered to each student; or notices placed in students' pigeonholes or electronically. Either the Head of Department or the student representative may call plenary meetings.

C. Course Evaluations

Central European University uses an online system, CoursEval, for course and teacher evaluations. Students are asked to evaluate their courses at the end of each semester through a survey of 14 questions. The CoursEval system is entirely independent of all other university systems. It is managed solely by the Institutional Research Office at the Office of the Provost. All surveys are anonymous; neither the numeric nor the text answers can be linked to the individual respondents in any way. Faculty members receive a report on their evaluations after they have uploaded all the grades to Infosys, they do not have access to the names of individual students. CoursEval student evaluations serve as a major source of feedback for both teachers and Departments, and are integral components of curriculum development at the University and individual Departments. CoursEval reports are thoroughly studied by the departments and the Office of the Provost in order to respond to student
needs and observations effectively. If you have any questions about CoursEval and the procedures involved do not hesitate to contact Aytalina Azarova at the Institutional Research Office (azarovaa@ceu.hu).

Students are kept informed by the Student Representatives or by staff of any actions arising from the course evaluations. Additionally, staff welcome informal feedback at any time during the course of study.

**D. Advice and Guidance**

Should students have concerns about a course and do not feel able to approach the relevant member of staff, they should approach the Head of Department or, if appropriate, the Department or Program Coordinators, who will mediate on their behalf. For personal problems, students should approach whichever member of staff they feel most comfortable with (including those from other departments, programs, or university services). Alternatively, students may approach the Director of Student Services, officers at the Student Life Office or the Student Counseling Service. All staff shall deal with the personal concerns of students in the strictest confidence.
4. Faculty Biographies

RESIDENT FACULTY

EMEL AKÇALI, ASSISTANT PROFESSOR (TURKEY/CYPRUS)

Emel Akçali graduated in International Relations at both the American University (Paris, BA) and at the Université de Galatasaray (Istanbul, MA). She obtained her PhD in Political Geography at Paris IV-Sorbonne in France. She worked at the Political Science and International Studies Department of University of Birmingham as a visiting lecturer and taught at Franklin College, Lugano, Switzerland before joining IRES. Her current teaching and research interests cover the state, society and politics in the Middle East and North Africa, social movements, upheavals and (trans-)formation of collective identities in the age of globalization, the limits of neoliberal governmentality outside of the Western realm, critical realist philosophy and non-Western and alternative globalist geopolitical discourses. She was awarded the CEU Institute of Advanced Study fellowship in 2013/2014 and is currently working on a monograph on the challenges of state and societal (trans-)formation in post-revolutionary Tunisia and on an edited volume on the Aftermath of Revolutions: Neoliberal Governmentality and the Future of the State in the Middle East and North Africa. Her most recent publications are ‘Taming’ Arab social movements: Exporting neoliberal governmentality, Security Dialogue 44, 2013, Geographical Metanarratives in East-Central Europe: Neo-Turanism in Hungary, Eurasian Geography and Economics 53: 5, 2012, Turkey’s Bid for European Union Membership: Between “thick” and “thin” conceptions of Europe, Eurasian Geography and Economics LII 2012 and Getting Real on Fluctuating National Identities: An Insight from Northern Cyprus, Antipode 43/5, 2011.

ALEXANDER ASTROV, ASSOCIATE PROFESSOR (ESTONIA)

Alexander Astrov received his PhD from the department of International Relations at the London School of Economics and Political Science. His research is situated at the intersection of International Relations Theory and Political Theory, focusing mainly on the ideas of order and politics. He is particularly interested in the history and changing practices of “great powers” and their role in global political order. He published two monographs on these subjects and edited a volume exploring the idea of “great power management” as it appears in the writings of the English School of International Relations, continental political thought and contemporary state-practices.

PÉTER BALÁZS, PROFESSOR (HUNGARY)

Graduated in Budapest at the Faculty of Economics (today Corvinus University), he got his PhD degree and habilitated at the same University. He is a ScD of the Hungarian Academy of Sciences. In parallel with his government and diplomatic career he has been teaching and doing research. He was nominated Professor of the Corvinus University in 2000 and joined the CEU as a full time Professor in 2005. He is regularly lecturing at international conferences and universities in English, French, German and Hungarian languages. After 1990 Prof. Balázs joined the Government and the diplomatic service of Hungary several times. He was a State Secretary for Industry and Trade (1992-1993) and a State Secretary for European Integration (2002-2003). He was nominated Ambassador of Hungary to Denmark (1994-1996), Germany (1997-2000) and to the EU in Brussels (2003-2004). In 2009-2010 he was Foreign Minister of Hungary. He also acquired experience in various EU positions. He was the Government Representative of Hungary in the European Convention drafting the Constitutional Treaty which has become, after several modifications, the Lisbon Treaty. In 2004 he was nominated the first Hungarian Member of the European Commission responsible for regional policy. On the invitation of the European Commission he
coordinates priority projects of the Trans-European Transport Network. Prof. Balázs is holding an Ad Personam Jean Monnet Chair. His research activities are centered on the foreign policy of the EU and problems of the late modernization and European integration of the Eastern part of the continent. He also analyzes questions of European and global governance including the future of European institutions. At the CEU he is teaching two courses: EU Enlargement and Neighborhood Policy (fall semester) and European Governance (winter semester). He established (in 2005) and directs the CEU Center for EU Enlargement Studies (CENS).

LÁSZLÓ CSABA, PROFESSOR (HUNGARY)


THOMAS FETZER, ASSOCIATE PROFESSOR (GERMANY)

Thomas Fetzer joined the IRES department in 2009. He received his Ph D from the European University Institute in Florence (Department of History and Civilization) in 2005. Before joining CEU, Thomas held post-doctoral research and teaching positions at the Max-Planck Institut für Gesellschaftsforschung in Cologne (2006), the London School of Economics (2007-2008) and the University of Warwick (2009). His current research interests are primarily related to the role of ideas in the international political economy, with a specific focus on (economic) nationalism, as well as the impact of economic globalization on socioeconomic inequality and processes of collective interest formation. In a recent project, Thomas has also explored the emergence of various notions of 'economic Europeanness'. Beyond his own research, Thomas is interested in a number of other fields, including the comparative political economy of labour and industrial relations, EU social policy and the European social model, the history and contemporary development of multinational firms, the politics of consumption, as well as the broader area of contemporary European and transnational history, in particular with regard to issues of collective memory and identity. He also has a strong interest in the methodological debates about the relationship between history and the social sciences.

MATTEO FUMAGALLI, ASSOCIATE PROFESSOR, HEAD OF DEPARTMENT (ITALY)

Matteo joined IRES in 2007. He was awarded his PhD from the University of Edinburgh in 2005. Before joining CEU, Matteo worked at University College Dublin (Ireland), the University of Edinburgh and St Andrews University in the UK. Matteo’s interests include
Central Asian, Caucasian and post-Soviet politics and security more broadly; comparative authoritarianism; the politics of the Global South; ethno-nationalism and diaspora politics; Myanmar; and the “water-energy-food security nexus”. His recent publications include articles in the International Political Science Review, Europe-Asia Studies, Ethnopolitics, Central Asian Survey, Osteuropa, and Electoral Studies. At CEU Matteo teaches courses on Transnational Environmental Politics and on post-Soviet politics. He is currently involved in the CEU research and teaching capacity-building on Myanmar, funded by the Open Society Foundations, and the China Program, also supported by OSF. Matteo has been the Director of the CEU Asia Research Initiative (ARI) since 2009.

**MARIE-PIERRE GRANGER, ASSOCIATE PROFESSOR (FRANCE)**

Marie-Pierre Granger is Associate Professor at CEU. She has a joint appointment between the department of Public Policy, IRES and Legal Studies. She joined CEU in 2004, teaching a range of courses in the fields of European integration and governance, European Union law, comparative and international public law, and public administration. Marie-Pierre received her Ph.D. in European Law from Exeter University (UK) in 2001, after having studied both Politics and Law at "Sciences Po" Lyon (Institut d'Etudes Politiques), Lyon III University (France), Aristotle University in Thessaloniki (Greece) and Montpellier I (France). Prior to coming to CEU, she worked at Exeter University and Nottingham Trent University (UK).

Marie-Pierre Granger is on sabbatical leave in the Academic Year 2014/15.

**BÉLA GRESKOVITS, PROFESSOR (HUNGARY)**

Béla Greskovits is professor at the Department of International Relations and European Studies, and Department of Political Science, at Central European University, Budapest, Hungary. His research interests are the political economy of East-Central European capitalism, comparative economic development, social movements, and democratization. His most recent articles appeared in Studies in Comparative and International Development, Labor History, Orbis, West European Politics, Competition and Change, Journal of Democracy, and European Journal of Sociology. He has recently had a book dealing with capitalist diversity on Europe’s periphery, written together with Dorothee Bohle, published by Cornell University Press.

**JULIUS HORVATH, PROFESSOR (SLOVAKIA)**

ERIN JENNE, ASSOCIATE PROFESSOR (USA)

Erin K. Jenne is an associate professor at the International Relations and European Studies Department at Central European University in Budapest, where she teaches MA and PhD courses on qualitative and quantitative methods, ethnic conflict management, international relations theory, nationalism and civil war, and international security. Jenne received her PhD in political science from Stanford University with concentrations in comparative politics, international relations, conflict processes, and East European politics. She has received numerous grants and fellowships, including a MacArthur fellowship at Stanford University, a Center for Science and International Affairs (BCSIA) fellowship at Harvard University, a Carnegie Corporation scholarship, and a Fernand Braudel fellowship at European University Institute (EUI) in Florence. Her recent book, Ethnic Bargaining: The Paradox of Minority Empowerment (Cornell University Press, 2007) is the winner of Mershon Center’s Edgar S. Furniss Book Award in 2007 and was also named a Choice Outstanding Academic Title by Choice Magazine. The book is based on her dissertation, which won the Seymour Martin Lipset Award for Best Comparativist Dissertation in 2001. She has published numerous book chapters and articles in International Studies Quarterly, Security Studies, Regional and Federal Studies, Journal of Peace Research, Civil Wars, and Ethnopolitics (forthcoming). She is an associate editor for Foreign Policy Analysis and has served in several capacities on the Emigration, Ethnicity, Nationalism and Migration Section of the International Studies Association and the Comparative Politics Section of the American Political Science Association.

ACHIM KEMMERLING, ASSOCIATE PROFESSOR (GERMANY)

Achim Kemmerling is Associate Professor of Political Economy at the Department of International Relations and European Studies, and the School of Public Policy, Central European University Budapest where he teaches courses on methodology, political economy and development. He has published in academic journals of various disciplines (e.g. Public Choice, JEPP, EUP, and JCMS) on issues of tax policy, social and labor market policies, and fiscal federalism. His monograph "Taxing the Working Poor" (Edward Elgar 2009) deals with the political and economic tradeoffs between redistribution and job incentives for poor workers. He has worked as a consultant to the German parliament, the German Society for Technical Cooperation (former GTZ, now GIZ) and the European Investment Bank. His research interests are: Welfare State and Tax Policies, Theories and Methods of Political Economy, International Development, Poverty and Inequality. Currently he is working on issues of welfare state reforms, microcapital and the political instability of welfare states in Latin America. For further inquiries please contact him directly.

Achim Kemmerling is on sabbatical leave in the academic year 2014/15.

YOUNGMI KIM, ASSOCIATE PROFESSOR (SOUTH KOREA)

Youngmi received her PhD from the University of Sheffield (UK) in 2007 and joined CEU in 2009. Youngmi was previously a Leverhulme Trust Early Career Fellow and an ESRC Post-Doctoral Fellow at the University of Edinburgh, and has also taught at University College Dublin, Ireland. She has been the recipient of several grants, including from the Economic and Social Research Council, the British Academy, the Leverhulme Trust, the Japan Foundation, the Korea Foundation, and the Academy of Korean Studies. Her main interests are in comparative politics, especially in the study of political parties and party systems in new democracies, online politics, and comparative regionalism. Her current research explores online political participation and its relationship with offline activism, and the impact of political culture on political behavior. Youngmi’s recent publications include 'The 2012 Parliamentary and Presidential Elections in South Korea' (Electoral Studies, 2014), 'Between
Institutions and Culture: The Politics of Coalition and Governability in South Korea’ (Routledge, 2011), ‘Intra-party politics and minority coalition government in South Korea’ (Japanese Journal of Political Science, 2008), and ‘Pathologies or Progress? Evaluating the effects of Divided Government and Party Volatility’ (Japanese Journal of Political Science, 2008, co-authored with F. Yap), and ‘Confucianism and Coalition Politics’ (Journal of Northeast Asian History, 2012). At CEU Youngmi teaches a course on East Asia in International Relations in IRES, and Global Cities in DPP. Youngmi is the Director of the ‘Global E-School in Eurasia’, a project funded by the Korea Foundation focused on real-time online teaching and comprising 18 universities in 14 countries.

XYMENA KUROWSKA, ASSISTANT PROFESSOR (POLAND)

Xymena Kurowska is an IR theorist interested in interpretive policy analysis. She earned her doctoral degree from the European University Institute in Florence, Italy. Her research and writing concentrate on interdisciplinary approaches to security and international statebuilding, with the focus on EU’s security and border policies in EU’s Eastern Neighbourhood. She was a fellow of the European Foreign and Security Policy Studies Programme, conducting fieldwork research on border reform in Ukraine. She is also the CEU principal investigator for “Global Norm Evolution and Responsibility to Protect”, a collaborative grant awarded to a consortium led by the Global Public Policy Institute in Berlin in the research framework “Europe and Global Challenges”.

Xymena Kurowska is on sabbatical leave in Winter 2015.

MICHAEL MERLINGEN, PROFESSOR (AUSTRIA)

Michael Merlingen teaches IR theory and EU foreign and security policy. His main research interests lie in Foucauldian IR and historical-materialist IR, Foucault and Marx. He is particularly puzzled by how the international / global is implicated in the enclosure of our socio-economic and political imaginaries and the production of our affects, that is, by what with Foucault one might call the demonic aspect of liberal world order and with Marx might call alienation or the impoverishment of thought and practice engendered by this world order. Dominant versions of critical IR seem not to do a good job at getting at this subjection element of the international / global, instead celebrating the reflexive, critical and resisting subject, not unlike dominant versions of liberal IR. While there are interesting attempts to connect Foucault and Marx, relations of power productive of subjectivities and capitalist modes of production, much of this work is in a political theory or philosophy key. What arguably is needed is more empirical work on how the international / global is involved in producing the subjective conditions that make the world safe for market or corporate rule.

BOLDIZSÁR NAGY, ASSOCIATE PROFESSOR (HUNGARY)

Boldizsár Nagy read law and philosophy and received his PhD at the Eötvös Loránd University in Budapest and pursued international studies at the Johns Hopkins University SAIS Bologna Center. Besides the uninterrupted academic activity both at the Eötvös Loránd University (since 1977) and the Central European University (since 1992) he has been engaged both in governmental and non-governmental actions. He acted several times as expert for the Hungarian Ministry of Foreign Affairs, the Council of Europe and UNHCR and participated at inter-governmental negotiations. In the Gabčíkovo-Nagymaros case before the International Court of Justice he appeared as one of Hungary’s counsels. He is a co-founder and former board member of the European Society of International Law and member of the editorial board of the International Journal of Refugee Law and of the European Journal of Migration and Law. He is also co-founder and editor of the on-line Refugee Law Reader. His teaching venues include Beijing, Brussels, Geneva, Moscow, and New York. More than two
dozens books were co-authored and/or edited by him. Further details, including a bibliography, are available at his website: www.nagyboldizsar.hu

**PAUL ROE, ASSOCIATE PROFESSOR (UK)**

Paul Roe has been in the IRES department since 1999; first as a Visiting – and now as an Associate Professor. Paul holds a PhD from the Department of International Politics at the University of Aberystwyth. He has been a Visiting Researcher at the then Copenhagen Peace Research Institute (COPRI) and also at the Peace Research Institute in Oslo (PRIO). More recently, Paul has also been a Visiting Associate Professor in the Department of International Relations at the University of Malta. Paul teaches and researches largely in the field of security theory. His teaching is concerned with the evolution of Security Studies as a discipline; both with Strategic Studies and with more non-traditional and critical approaches. He has previously written on the concepts of the security dilemma, societal security, and securitization, and has more recently published in the field of gender and security. Paul's book "Ethnic Violence and the Societal Security Dilemma" was published by Routledge in 2005, while also forthcoming is "Positive Security" (Routledge) with Gunhild Hoogensen and "Gender and Security: Research, Teaching, and Learning" (Palgrave MacMillan) with Joanna Renc-Roe.

**JOHN SHATTUCK, CEU PRESIDENT AND RECTOR, PROFESSOR OF INTERNATIONAL RELATIONS AND LEGAL STUDIES (USA)**

John Shattuck comes to CEU after a distinguished career spanning more than three decades in higher education, international diplomacy, foreign policy and human rights. Before coming to CEU, he was CEO of the John F. Kennedy Library Foundation, a national public affairs center in Boston, and Senior Fellow at Tufts University, where he taught human rights and international relations. President Shattuck served as Assistant Secretary of State for Democracy, Human Rights and Labor under President Clinton, playing a major role in the establishment by the United Nations of the International Criminal Tribunals for Rwanda and the former Yugoslavia; assisting an international coalition under UN authority to restore a democratically-elected government to Haiti; and negotiating the Dayton Peace Agreement and other efforts to end the war in Bosnia. Subsequently he served as US Ambassador to the Czech Republic, working with the Czech government to assist in overhauling the country’s legal system, and with Czech educators to support innovative civic education programs in the country’s schools and universities. In recognition of his human rights leadership, he has received the International Human Rights Award from the United Nations Association of Boston; the Ambassador’s Award from the American Bar Association Central and East European Law Initiative; and the Tufts University Jean Mayer Global Citizenship Award.
VISITING FACULTY

AMITAV ACHARYA, VISITING PROFESSOR (CANADA)

Amitav Acharya is the UNESCO Chair in Transnational Challenges and Governance and Chair of the ASEAN Studies Center. Previously, he was Professor of Global Governance at the University of Bristol, Professor at York University, Toronto, and at Nanyang Technological University, Singapore, Fellow of the Harvard University Asia Center, and Fellow of Harvard’s John F. Kennedy School of Government. His recent books include Whose Ideas Matter? (Cornell, 2009); Beyond Iraq: The Future of World Order (co-edited, World Scientific, 2011); Non-Western International Relations Theory (co-edited, Routledge, 2010); and The Making of Southeast Asia (Cornell, 2011). He has contributed op-eds to foreignaffairs.com, International Herald Tribune, Financial Times, Japan Times, Jakarta Post, Indian Express, and Times of India and scholarly articles to International Organization, International Security, International Studies Quarterly, Journal of Asian Studies, and World Politics. He has been interviewed by CNN International, BBC World Service, CNBC, Channel News Asia, Radio Australia, and Al Jazeera TV on current affairs.

THOMAS GLASER, VISITING PROFESSOR (UK)

Tom Glaser retired from thirty years’ service with the European Commission in 2005. His tasks included six years dealing with the ACP countries and, since 1993, with the enlargement process. His final job before posting to Budapest was concerned with public information covering 28 countries involving a budget of €150 million. He ended his tour in Budapest as Head of the EU Representation. Since 2006, he has been a visiting Professor at CEU, a member of the advisory board of the Institute for Social and European Studies at Koszeg and a board member of Generation Europe Foundation in Brussels.

KRISTIN MAKSZIN, VISITING PROFESSOR (USA)

Kristin Makszin is teaching Research Design and Methods in IR. She is a PhD candidate near completion at the Political Science and International Relations departments and specializes in political economy. Kristin’s research applies both quantitative and qualitative methods, especially how to use quantitative methods in social science for researching topics with limited available data or limited number of cases. Her dissertation research investigates the characteristics of the political parties in government for determining instances of reform and continuity of welfare states in Central and Eastern Europe. She also teaches statistics and political science at McDaniel College Budapest and has worked as a Research Fellow at the Center for the Study of Imperfections in Democracies (DISC) at CEU.

BERNARDO TELES FAZENDEIRO (PORTUGAL)

Bernardo has a PhD in International Relations (IR) from the University of St Andrews. He studied originally in Portugal, both economics and IR, eventually moving to the UK to continue studying political theory and post-Soviet politics in 2009. Having finished his studies at St Andrews, he remained there as a visiting fellow before moving to the University of Kent, where he is now a Research Associate. Bernardo’s main research interests are post-soviet politics and the international politics of Central Asia, specialising also in Role Theory and the politics of recognition.

NATALIA PERAL, PHD CANDIDATE (ARGENTINA)

Natalia is finishing her PhD (ABD) at the Department of International Relations and European Studies at Central European University. She was research associate at SAIS, Conflict Management Program, John Hopkins University, Washington, DC in 2013. She has a MA degree on Conflict Resolution and Analysis at Sabanci University in Istanbul and a BA
degree (Licenciatura) on Political Science and International Relations at Buenos Aires University, Argentina, graduating with distinctions. Her main academic interests are in the processes of post-conflict reconstruction, international negotiations, ethnic conflict, minority reintegration and third party intervention. She is currently researching on the role of third parties on ethnic reintegration processes in municipalities of Bosnia Herzegovina and Kosovo. She has worked as external adviser in the Kosovo-Serbia Dialogue, and as a consultant for Argentinean Parliament and Government on human rights, security and local government issues. Natalia has been trainer on conflict prevention and management, human rights and local government at the International Academy of Leadership, Friedrich Naumann Foundation, Germany.

**MILOS POPOVIC, PHD CANDIDATE (SERBIA)**

Milos Popovic is a PhD student at the CEU Doctoral School of Political Science, Public Policy and International Relations (International Relations track), where he teaches qualitative research design and methods, and co-runs the Conflict & Security Research Group (ConSec). Milos received his BA degree from the Faculty of Political Sciences, University of Belgrade, and his MA degree from Central European University, International Relations and European Studies department. His research interests are in proxy wars, cohesion and fragmentation of militant groups, violence in civil conflicts, civil-military, relations in developing countries, and ethnic conflict, primarily in the Balkans, Central Asia and Kashmir. In his PhD dissertation, Milos examines conditions under which externally supported rebels turn against their state sponsors by unpacking the notion of rebel ‘defection’ into defiance, desertion, and assault. Previously, Milos has done research in India.

**ANATOLY RESHETNIKOV, PHD CANDIDATE (RUSSIA)**

Anatoly obtained a degree of Master of Arts in International Relations and European Studies from Central European University in 2010 after defending his thesis on the problem of political identity and Great Projects politics in contemporary Russia. Currently, he continues conducting his research at the PhD level in the Doctoral School of Political Science, Public Policy and International Relations (IR track). The main focus of his dissertation is a genealogical investigation of great power discourse in Russia, the USSR, and the Russian empire. In addition, Anatoly is writing on the concept of responsibility in IR and the linguistic turn in IR theorizing. In 2014/15 academic year, Anatoly is teaching Interpretivist Research Methods at IRES department. Prior to CEU Anatoly had also studied in Saint-Petersburg and Oslo.
5. Fall Semester Course Offerings

SKILLS AND METHODS

Academic Writing for International Relations (Robin Bellers, John Harbord, Zsuzsanna Toth): 2 credits, mandatory pass/fail
Research Design and Methods in IR (Kristin Makszin): 2 credits, mandatory for grade (ends on October 31)

INTERNATIONAL RELATIONS TRACK

Concepts & Theories of World Politics (Michael Merlingen): 4 credits
East Asia in International Relations (Youngmi Kim): 4 credits, cross-listed to Public Policy
International Intervention and State-building (Xymena Kurowska): 4 credits
Public International Law (Boldizsar Nagy): 4 credits
Security and Strategic Studies (Paul Roe): 4 credits
The State, the Society, and Politics in the Middle East (Emel Akcali): 4 credits
Corruption, Corruption Control and Global Governance (Agnes Batory): 2 credits, cross-listed from Public Policy
Global Cities (Youngmi Kim): 2 credits, cross-listed from Public Policy
Political Theology - Ancient and Modern (Matthias Riedl, Gy. Gereby): 2 credits, cross-listed from History
Terrorism and Counter Terrorism (Nick Sitter): 4 credits, cross-listed from Public Policy

EUROPEAN STUDIES TRACK

EU Enlargement and Neighbourhood Policy (Peter Balazs): 4 credits
Evolution of European Political Order (Alexander Astrov): 4 credits
Comparative European Politics (Anton Pelinka): 4 credits, cross-listed from Political Science

INTERNATIONAL POLITICAL ECONOMY TRACK

Global Economic Inequalities (Thomas Fetzer): 4 credits
The Political Economy of the European Union (Laszlo Csaba): 4 credits – cross-listed to Public Policy, and to 2nd year Economic Policy students
Crises in Capitalism, Capitalism(s) in Crisis (Dorothee Bohle): 4 credits, cross-listed from Political Science
Global Economy: Emergence and Issues (Julius Horvath): 4 credits – cross-listed from Economics
The Political Economy of the Welfare State (Borbala Kovacs): 4 credits, cross-listed from Political Science

For more information on courses please check the website of the department.
SKILLS AND METHODS

Academic Writing for International Relations (2 credits, mandatory, pass/fail)
Robin Bellers, John Hardbord, Zsuzsanna Toth

Course Objectives

The aim of this course is to help you develop as a writer within the English speaking academic community by raising awareness of, practising, and reflecting upon the conventions of written texts. The course will also address other language skills needed for graduate level work in English.

Aims

During the course, you will:

- Become familiar with features of various academic texts
- Learn to use the discourse patterns and conventions of academic English effectively, taking into consideration the expectations of your readership
- Improve your critical reading skills, so you can think and write more clearly and incisively
- Develop your writing process through generating ideas, drafting, peer evaluation and individual writing consultations
- Learn to incorporate the work of other authors into your own writing within the requirements of English academic practice

Outcomes

By the end of this course, you should be able to:

- Identify the typical components and features of various academic and policy genres
- Structure an academic paper and a policy brief at the macro and micro level
- Think and write more clearly and incisively
- Employ effective skills and approaches when writing papers
- Properly incorporate the work of other authors into your own writing, and understand the CEU policy on plagiarism
- Edit and refine your own written work

Course Requirements

The course is for Pass/Fail. The first five sessions of the course are mandatory for all MA students. These sessions prepare you to write a short assignment on two related texts, known as a ‘position paper’. All students must submit a position paper (see below) and come for at least one consultation on this assignment.

Those students who have had prior academic writing training and who would like to be exempted from the remaining sessions of the course may request exemption based on the assessment of their position paper. This exemption applies to the next six sessions of the course, but not to the ‘Introduction to the thesis’ session which will be held in December. If exempted from the course, you must attend at least two individual writing consultations (see below) on papers submitted to the department. Those who complete the full course are required to attend at least one consultation on a departmental assignment. All students who complete all required elements of the course or are granted exemption will receive two credits, awarded in the winter semester.
Research Design and Methods in IR (2 credits, mandatory for grade)

Kristin Makszin

This course introduces the fundamentals of research design and quantitative methodological approaches with an emphasis on how to present data in charts and tables and how to conduct and interpret more complex statistical analyses. The goal is that all participants in the course develop their abilities to design a sound research project and acquire a basic understanding of how statistics can be used in international relations and social science research. The first section of the course will focus on how to develop research questions and formulate concepts. The remainder of the course focuses on statistical analysis, beginning with how to effectively present descriptive statistics and continuing with how to conduct and interpret the results of regression analyses. The quantitative part of the course focuses on developing the ability to interpret and critically evaluate statistical analyses, which is an important skill even if participants will not use statistical analyses in their own research. The material will be presented in a comprehensible way and will assume no previous knowledge of statistics. Examples during the course will be shown in R and the students will work with the user-friendly R interface Deducer (http://www.deducer.org).
INTERNATIONAL RELATIONS TRACK

Concepts & Theories of World Politics (4 credits)
Michael Merlingen
The course starts off with an in-depth look at current orthodoxy in International Relations (IR) theorising before charting divergent lines of flight away from orthodoxy to heterodoxy. The scene setter of the course is thus a thorough engagement with the main proponents of the two dominant Western strands of thinking about politics beyond the state: liberalism and constructivism. It then goes on to cover new versions of structural realism and neoclassical realism. The two other heterodox critiques of mainstream IR theory that will be covered are Foucauldian approaches and historical materialist approaches. In general, in discussing and critiquing IR theories, the course will pay particular attention to concepts, substantive applications of theories to current world political affairs and methodological and epistemological issues.

East Asia in International Relations (4 credits)
Youngmi Kim
The aim of this course is to introduce students to the international relations of East Asia. The course is divided into two parts. The first provides an overview to the region. An overview of East Asia during the 20th and early 21st centuries is provided: Attention is paid to state formation, regime types, democratization, and political culture. The second part covers developments in the international politics of East Asia since the end of the Cold War. Here the interplay between external and regional powers is analyzed, alongside the foreign policies of the main actors in the region. Special attention is also given to trends in Asian regionalism (politics, security, economy).

International Intervention and State-building (4 credits)
Xymena Kurowska
The course surveys scholarly and policy debates on contemporary international intervention and statebuilding, including humanitarian intervention, Responsibility to Protect, democracy promotion, human security, the role of transnational civil society, and the security-development nexus. It critically examines both the liberal peace perspective, focusing on institution building and good governance, and the critical debates which expose the neocolonial discourses of international interveners and the issue of resistance. Against these divisions, the course aims to look closer at the intersection between the local and transnational politics to examine the relations among different actors involved in the statebuilding project. It seeks in particular to familiarise students with theoretical, analytical and policy tools to evaluate the practices of contemporary statebuilding. It therefore includes a wide variety of literature on the subject and introduces practice-oriented exercises (policy writing, simulation of debate, document analysis) geared towards developing skills useful for practitioners in this diverse field.

Public International Law (4 credits)
Boldizsar Nagy
The course - designed for students with no legal background - covers major chapters of public international law, including the fundamental principles (also exploring the debates on the use of force), the rights of the individual, (human rights, refugee law, international criminal law), the rules of international transactions (law of treaties, diplomacy), the settlement of disputes (responsibility, methods of settlement, the International Court of Justice) and the law of natural resources (sea, outer space, freshwaters). Although the approach is mainstream and aims at presenting law as it is applied by the international subjects and tribunals, critical
thoughts will repeatedly penetrate discussions. The reader reflects the diversity of international legal writing: it contains chapters from major textbooks, articles from leading European and US journals, and primary sources.

Security and Strategic Studies (4 credits)
Paul Roe
In its more ‘traditional’ (often Realist/neo-Realist) form, Security Studies has been primarily concerned with the threats and uses of force in the international system; what is usually referred to as ‘Strategic Studies’. This course is focused mainly on Strategic Studies; on the discipline’s major assumptions about the military sector of international security. In doing so, the course will engage both IR (war as a generic phenomenon) and Foreign Policy (war as a policy-specific outcome) perspectives in analyzing the causes and nature of contemporary warfare and other forms of political violence. The role of military strategy in the conduct of international relations is considered in relation to political, legal, as well as moral imperatives. The course is thus designed to provide students with an initial grounding in the military dimension of Security; from more positivist, Realist/neo-Realist approaches, as well as introducing some more post-positivist ‘critical’ considerations of Strategic Studies.

The State, the Society, and Politics in the Middle East (4 credits)
Emel Akcali
The main objective of the course is to familiarise the participants with major questions that concern the ways in which societies are politically organized and interact with the state in the Middle East. In order to achieve this objective and understand the modes of state-societal interaction, we will examine concepts such as family, kin, gender, class, sect, religion, civil society and scrutinize what is meant by informal and formal politics, globalisation and the emerging transnational public sphere in the Middle East. We will also question various frameworks in which these concepts can be critically analysed and assessed. The course will also aim to challenge the notion that there is an unchanging Middle East where things remain much the same, whether in terms of human rights, authoritarianism or religious fundamentalism. Finally, it will cover the recent popular revolts. e.g mainly in the Arab world, but also in Iran, Turkey and Israel and investigate the dynamics behind these events. It will be assumed that participants follow the current state of affairs in the region to be able achieve the main objectives of the course.

Corruption, Corruption Control and Global Governance (2 credits)
Agnes Bathory
Cross-listed from Public Policy.
For more information, see departmental website.

Global Cities (2 credits)
Yougmi Kim
Cross-listed from Public Policy.
For more information, see departmental website.

Political Theology – Ancient and Modern (2 credits)
Matthias Riedl, Gy. Gereby
Cross-listed from History.
For more information, see departmental website.
Terrorism and Counter Terrorism (2 credits)

Nick Sitter

Cross-listed from Public Policy.

For more information, see departmental website.
**EUROPEAN STUDIES TRACK**

**EU Enlargement and Neighbourhood Policy** (4 credits)

*Peter Balazs*

The objective of the course is to provide students with the analytical tools to understand the special nature of the EU neighborhood policy. After a short introduction about the external competences of the EU and the construction of EU foreign policy, the semester is structured in two main parts. The first part deals with general questions of EU enlargement and neighborhood policy including normative requirements, conditionality and group to group relations with neighboring regions. The second part will handle relations of the EU with neighboring states and regions and analyze mutual interests. This specific analysis includes the European neighbors, in particular the Western Balkans, Turkey and the Eastern Partnership project, as well as the eastern neighbors of Europe with special regard to Russia, post-Soviet Central Asia and the emerging macro-regional EU strategies (Baltic Sea, Danube, Black Sea). The course is based on on-going research done by the CEU Centre for EU Enlargement Studies (CENS).

**Evolution of European Political Order** (4 credits)

*Alexander Astrov*

The course aims at providing students with an understanding of the evolution of European political order from antiquity up to the dissolution of the ancien régime. Still, this is not a ‘history’ course. Rather, the objective is to familiarise students with the ways of theorising international political order which, instead of focusing on some ahistorical, unchanging patterns, pay attention to the historically-acquired, contextually specific differences. This emphasis on differences and change, rather than continuity, also applies to the choice of approaches to the subject. Thus various conceptions of historiography - from materialist to the history of ideas - are presented. In the second term this course will be followed up with another one - Evolution of Global Political Order - tracing the transformation of European political order into a global arrangement since the First World War. Students thinking of taking that course are not required, and yet strongly encouraged, to take the current one.

**Comparative European Politics** (4 credits)

*Anton Pelinka*

Cross-listed from Political Science.

For more information, see departmental website.
**INTERNATIONAL POLITICAL ECONOMY TRACK**

**Global Economic Inequalities** (4 credits)
Thomas Fetzer
Does globalization reduce income and wealth inequalities? Or does it make the rich richer and the poor still poorer? In this course, we will examine long-term trends in global economic inequalities between and within countries, and we will engage with the most important controversies about the measurement and interpretation of inequality. In the first part of the course, major theoretical approaches to global inequality will be introduced and will be discussed against the backdrop of macro-level aggregate data. In the second part, we ‘zoom in’ to consider the inequality effects of trade, cross-border capital movements and international migration.

**The Political Economy of the European Union** (4 credits)
Laszlo Csaba
This M.A course, open also to PhD students under additional assignments, addresses the core policies of the enlarged European Union. It focuses on the structure and future of the major expenditure areas and new policies, as energy and environment under the angle of the Lisbon Treaty and its modification through the permanent European Stability Mechanism. It addresses the new quasi-fiscal functions of the ECB and the new financial guidelines for 2014-2020. Traditional policies relating to money, such as cohesion policies, management of the Greek and Irish crises, and transatlantic conflicts, as well as experiences with various enlargements are covered. Post-crisis management and neighborhood policies are addressed, environmental policies and the role of EU in the global arena are discussed. Background in economics is though an advantage, however it is not a prerequisite of taking this course. The major aim of the course is to understand why major policies evolve and how these are being reformed in an often incremental, informal and chaotic manner.

**Crisis in Capitalism, Capitalism(s) in Crisis** (4 credits)
Dorothee Bohle
Cross-listed from Political Science.
For more information, see departmental website.

**Global Economy: Emergence and Current Issues** (4 credits)
Julius Horvath
Cross-listed from Economics.
For more information, see departmental website.

**The Political Economy of the Welfare State** (4 credits)
Borbala Kovacs
Cross-listed from Political Science.
For more information, see departmental website.
6. Winter Semester Course Offerings

SKILLS AND METHODS

Academic Writing for International Relations (Robin Bellers, John Harbord, Zsuzsanna Toth): 0 credits, mandatory pass/fail
Research Design and Methods in IR II (Milos Popovic, Anatoly Reshetnikov): 2 credits, mandatory for grade (November 2, 2014 – February 27, 2015)

INTERNATIONAL RELATIONS TRACK

Comparative Regionalism (Amitav Acharya): 2 credits
Critical Security Studies (Paul Roe): 4 credits
Evolution of Global Political Order (Alexander Astrov): 4 credits
Foreign Policy Analysis (Erin Jenne): 4 credits
International Negotiation and Mediation (Natalia Peral): 2 credits
The Post-Soviet Space in Global Politics (Bernardo Teles Fazendeiro): 4 credits, cross-listed to Political Science
US Foreign Policy, Human Rights, and the Rule of Law (John Shattuck): 2 credits, cross-listed to Legal Studies
Colonialism and Post-Colonialism (Prem Kumar Rajaram): 2 credits, cross-listed from Sociology
Foundations of Global Governance (Amitach Acharya): 2 credits, cross-listed from the Doctoral School of Political Science, Public Policy, and International Relations
Intensive Reading Seminar: Max Weber on World Religions (Matthias Riedl): 2 credits, cross-listed from History

EUROPEAN STUDIES TRACK

Critical Approaches to Ethnic Conflict and Conflict Resolution (Emel Akcali): 4 credits
Dark legacies: Coming to terms with Europe's twentieth century (Thomas Fetzer): 4 credits
EU Diplomacy: From Theory to Actor (Thomas Glaser): 2 credits
EU Security and Defence Policy: What It is, How It Works, Why It Matters (Michael Merlingen): 4 credits
European Governance in the Global World (Peter Balazs): 2 credits
International and European Refugee Law (Boldizsar Nagy): 4 credits
Political Islam (Emel Akcali): 4 credits
Jean Monnet Module on European Integration (Uwe Puetter, Andrej Demidov): 4 credits, cross-listed from Public Policy

INTERNATIONAL POLITICAL ECONOMY TRACK

Economic Nationalism (Thomas Fetzer): 4 credits
The New Political Economy of Emerging Europe (Laszlo Csaba): 4 credits
Transnational Corporations and National Governments (Bela Greskovits): 4 credits
Political Economy II (Borbala Kovacs): 4 credits, cross-listed from Political Science
Politics of Labor in Europe (Dorothee Bohle): 4 credits, cross-listed from Political Science
Social Movements and Social Contention (Bela Greskovits): 4 credits, cross-listed from Political Science

For more information on courses please check the website of the department.
SKILLS AND METHODS

Academic Writing for International Relations (2 credits, mandatory, pass/fail)
Robin Bellers, John Hardbord, Zsuzsanna Toth
Continuing course from the Fall semester.

Research Design and Methods in IR II (2 credits, mandatory for grade)
Milos Popovic, Anatoly Reshetnikov

This course provides an introduction into qualitative research design and methods. In particular, we will discuss methods that can be used when comparing a small number of cases, such as process-tracing, case study analysis, and post-structuralist and interpretivist approaches. We will also examine and work with some of the tools for qualitative research, including interviewing, content and discourse analysis. The aims of this course are (1) to give an overview of a wide range of methodological tools, (2) to help you understand where and why some methods are used in existing research and publications, and (3) to prepare you for choosing an approach that is most appropriate for your research project. The sessions will include some lectures introducing the various methodological approaches and, most importantly, workshop-style seminars where you will assess methods used in existing published research and have an opportunity to prepare for your own research.
**INTERNATIONAL RELATIONS TRACK**

**Comparative Regionalism** (2 credits)

Amitav Acharya

For more information, see departmental website.

**Critical Security Studies** (4 credits)

Paul Roe

As the title makes evident, the purpose of this course is to reflect on the so-called ‘critical’ approaches within the Security Studies discipline. While sometimes constituting quite disparate sets of literatures, as an endeavour ‘Critical Security Studies’ (CSS) is united by its criticisms of traditional, usually Realist/neo-Realist, approaches (or, ‘Strategic Studies’, which is covered in the Fall Semester); sometimes ontological, epistemological, and/or methodological in nature. This course introduces the major ‘schools’ and positions within CSS; from ‘thin’ constructivist approaches such as strategic culture, through self-declared middle ground positions as with the ‘Copenhagen School’, to more poststructuralist as well as normative stances such as the ‘Aberystwyth School’. The main goal of the course is to explore both the similarities and differences within CSS; in effect, to ask just what makes CSS ‘critical’.

**Evolution of Global Political Order** (4 credits)

Alexander Astrov

This course is a continuation of another one - Evolution of European Political Order - taught in the Fall semester. It aims at providing students with an understanding of the evolution of European political order into a global arrangement. The main objective is to familiarise students with the ways of theorising the changes and challenges (both analytical and normative) involved in such territorial expansion. The course covers the period from the First World War up to the end of the Cold war. As with the ‘European order’ course, the emphasis is not on history as such, but the various ways of theorising historical change. Students thinking of taking this course are not required, and yet strongly encouraged, to take the Evolution of European Political Order one.

**Foreign Policy Analysis** (4 credits)

Erin Jenne

This course aims to familiarize students with the process by which foreign policy is made. In exploring this question, the course takes students on a tour through the range of theories of foreign policy-making. Broadly speaking, the course follows a traditional "levels of analysis" structure, starting with the systemic or structural level, where we examine constraints on foreign-policy making such as balance of power and alliance structures. We also consider systemic sources of foreign policy such as transnational social networks, multi-national corporations, diasporas, epistemic communities, global norms, and the democratic peace. We then move to the state level, investigating sources of foreign policy such as regime type, government veto players, bureaucratic and organizational politics, domestic interest groups, public opinion and media, as well as cultural factors. Finally, we explore individual-level factors that influence foreign policy decision-making, including cognitive maps, emotions and sickness, leadership skills, psychological factors, perceptions, and beliefs. Rather than offering a definitive answer to the question of how foreign policy is made, students will be encouraged to consider a number of possible sources and interactions among these sources. Students will also be asked to evaluate alternative accounts for a given foreign policy in order to construct the most plausible explanation. Although the course focuses primarily on American foreign
policy, we will also examine foreign policy-making in the EU, China, Japan, Russia and other regional hegemons.

**Foundations of Global Governance** (2 credits)

*Amitav Acharya*

Cross-listed from the Doctoral School of Political Science, Public Policy, and International Relations.

For more information, see departmental website.

**International Negotiation and Mediation** (2 credits)

*Natalia Peral*

The general goal of the course is to provide students with an overview of the theoretical and practical skills needed to engage in international negotiation and mediation. This course will not only provide tools to critically analyze international conflict, but it will also engage students in forecasting negotiation challenges, developing negotiation strategies, and executing them in simulating bargaining settings. The first part of the course will cover international negotiations focusing on the debates about variables that affect the process and on the tricks and tips of general negotiation settings. The second part will deal with mediation efforts and variables that explain their success or failure. The last part of the course will bring an in-class simulation of a mediation effort for students to test themselves in a specific setting, and for them to continue their development on the subject with a learning-by-doing process. Furthermore, along the course, students will discuss and compare specific real cases of negotiation and mediation efforts such as: Syria, Oslo Accords, Irish Peace Process, Nagorno-Karabakh, Georgia-Abkhazia, WTO Negotiations and the role of EU, UN, OSCE as international mediators.

**Post-Soviet Eurasia in Global Politics** (4 credits)

*Bernardo Teles Fazendeiro*

For more information, see departmental website.

**US Foreign Policy, Human Rights, and the Rule of Law** (2 credits)

*John Shattuck*

This course introduces students to the decision-making process inside the US government on US foreign policy responses to selected international crises since the end of the Cold War. Broad questions include defining US national security in a rapidly changing global environment, assessing the importance of human rights in national and international security, developing foreign policy objectives, fashioning diplomatic strategies, guiding the use of force, managing international crises, and understanding institutional politics. Topics to be covered in class sessions include failed states and human rights conflicts; responses to genocide in Rwanda and Bosnia; the relationship between peace and international justice; responses to terrorism; and the US military intervention in Iraq.

The class will focus on practical and immediate challenges facing US government officials in shaping and implementing US foreign policy responses to selected post-Cold War international crises. Emphasis will be placed on real-time issues rather than theoretical constructs. The instructor will draw on his experience as a US government official in the Clinton Administration, where he served as Assistant Secretary of State for Democracy, Human Rights and Labor from 1993 to 1998, and US Ambassador to the Czech Republic from 1998 to 2000. Earlier he was Vice President for Government, Community and Public Affairs at Harvard University and Lecturer at the Harvard Law School and the Kennedy
School of Government; later he was CEO of the John F. Kennedy Library Foundation, Senior Fellow and Lecturer in International Relations at Tufts University.

Colonialism and Post-Colonialism (2 credits)
Prem Kumar Rajaram
Cross-listed from Sociology and Social Anthropology.
For more information, see departmental website.

Intensive Reading Seminar: Max Weber on World Religions (2 credits)
Matthias Riedl
Cross-listed from History.
For more information, see departmental website.
**EUROPEAN STUDIES TRACK**

**Critical Approaches to Ethnic Conflict and Conflict Resolution** (4 credits)  
**Emel Akcali**  
This course aims to introduce the key concepts, themes and debates in the field of ethno-territorial conflict studies, such as the border, territory and identity and their representations in deeply divided societies, in order to explore the dynamics of certain significant case studies and also to demonstrate how a comparative approach to case studies can shed light on general arguments about ethno-territorial conflicts. It also aims to challenge traditional conflict resolution mechanisms and discuss their limitations by introducing critical approaches to existing peace-building and peace-making methods. Finally, it debates the role of third parties in the resolution of ethno-territorial conflicts and scrutinises in depth the European Union’s potential and competency in conflict resolution.

**Dark Legacies: Coming to Terms with Europe’s Twentieth Century** (4 credits)  
**Thomas Fetzer**  
Europe is now often praised as a model case of how to overcome nationalism through interstate cooperation. Yet, at the same time, the struggle to come to terms with the legacies of a ‘dark continent’ (Mark Mazower) has continued to this very day. This course engages with the core questions of this struggle, paying equal attention to the legacies of fascism and World War II on the one hand, and communism on the other hand. The first part of the course addresses issues of ‘transitional justice’, in particular with regard to the domains of criminal law, administrative restructuring and the compensation of victims. The second part is dedicated to the study of the ways in which Europe’s dark legacies have left their traces in collective memory and identity across the continent.

**EU Diplomacy: From Theory to Actor** (2 credits)  
**Thomas Glaser**  
Over the period of the course, students will learn about the nature and structure of the EU’s external relations. Apart from description of the policies and the machinery set up to implement them, students will analyze the effectiveness of the policies when compared with more classic great power and national foreign policies; they will explore the interface of diplomacy and armed force, diplomacy and aid and trade and multilateralism. At the end of the course students will take part in a role-playing exercise which will terminate in a ‘rewritten’ foreign policy chapter of a European Constitution.

**EU Security and Defence Policy: What It is, How It Works, Why It Matters** (4 credits)  
**Michael Merlingen**  
Security and defence is one of the areas in which the EU has advanced most in recent years. Europe has come a long way since the disappointments and frustration in the 1990s, when, in light of the violent disintegration of Yugoslavia, analysts argued that the Common Foreign and Security Policy (CFSP) of the EU was ‘neither common, nor foreign, nor dealing with security, nor [could] be called a policy.’ Since then the newly developed Common Security and Defence Policy (CSDP) has become the necessary framework for the formulation and implementation of European security policy. This course will examine EU security policy in some detail, both empirically and theoretically. In the fall term, we will put the CSDP in context; cover the main ways in which observers of EU foreign and security policy have thought about and analysed the subject matter; and, finally, explore CFSP / CSDP policy-making, including the Brussels-based decision-makers and decision-shaper and the role of the member states. In the winter term, we will explore EU military capabilities; military and
civilian EU interventions abroad – the reasons for deployment, the problems and successes; EU security relations with the USA, Russia & NATO.

**European Governance in the Global World** (2 credits)

**Peter Balazs**

The objective of the course is to provide students with the analytical tools to understand some pivotal problems of global governance and specific solutions proposed by Europe. The semester is structured in four parts. The introduction presents the main challenges to global governance and the specific regional answers of Europe. The second part deals with questions of policy-making beyond the state: norm setting and the ‘vertical perspective’ in multi-level governance. The third part analyzes the problems of legitimacy and democracy of multi-level governance with special regard to the EU. The fourth part treats the EU’s role as a global actor and questions of the emerging global order. The program includes two simulations of multilateral negotiations, the first in the EU Council of Ministers and the second in the European Parliament.

**International and European Refugee Law** (4 credits)

**Boldizsar Nagy**

This course explores the legal and policy issues of forced migration. It is practice oriented, enabling the students to meet leading actors of the refugee scene. The course consists of four major blocks: the first sets the historic, conceptual and philosophical framework. The second reviews international refugee law, to be applied at the universal level. In the center of this segment of the course is the interpretation of the 1951 Geneva Convention relating to the Satus of Refugees by the national courts and academia. The third thoroughly investigates the European asylum acquis from its inception to its present state and questions whether it is an adequate response to the growing global pressure. The fourth block is rather empirical and introduces the actors, first and foremost the refugees, their psychological experience in during flight and in the asylum country and the major actors alleviating their plight. Personal encounter with UNHCR officers, NGO case workers, psychologists treating vulnerable cases and visit to a refugee reception centre form part of this block. The academic contribution of the course consists of an in-depth analysis and critique of the cornerstone documents of the present refugee regime(s), both universal and European. Knowledge of law in general or international law in particular is not a prerequisite of participation in the course. The necessary concepts will be explained.

**Political Islam** (4 credits)

**Emel Akcali**

This course is concerned with understanding the emergence, the evolution and possible future orientations of political Islam in the contemporary world. The course participants will be offered a basic knowledge of Islam, a historical overview of politics in the Muslim world where political Islam has become an active political force and the diversity of political Islamist thinking and practice. They will also be introduced to key concepts and terms about contemporary political Islamic discourses. In addition, the course will explore attempts by Western powers, notably the United States (US) and the EU to engage with political Islamist movements and governments. It will also tackle transnational political Islam and political Islamist movements within Western countries. Finally, it will be the aim of this course to investigate whether political Islam has emerged as a reaction against the perceived Westernization or ‘forced modernization’ of Muslim societies or it has developed as a strategy in response to the shifting terrain of internal politics and external geopolitics. This course will be composed of lectures and seminars where there will be in-group and class discussions.
Jean Monnet Module on European Integration (4 credits)
Uwe Puetter, Andrej Demidov
Cross-listed from Public Policy.
For more information, see departmental website.
INTERNATIONAL POLITICAL ECONOMY TRACK

Economic Nationalism (4 credits)
Thomas Fetzer
Economic nationalism has for long been one of the standard approaches in international political economy scholarship. Recently, however, criticism has been voiced with regard to the traditional analytical focus on state policy, and the concomitant equation of economic nationalism with protectionism. The argument has been made that economic nationalism needs to be understood as a world view, which is compatible with varying sets of policies, including free trade. This course will look at the phenomenon of economic nationalism from a comparative and historical perspective with a view to assess the merits and drawbacks of the different theoretical approaches advanced by economists, political scientists and scholars of nationalism. What were the origins of modern economic nationalism in difference to pre-modern mercantilism? How did economic nationalism change over the course of the 19th and 20th centuries? What different forms did economic nationalism take in different countries? The course will also address the question whether the contemporary age of globalization spells the end of economic nationalism. Are calls for ‘economic patriotism’ today just hopeless rearguard battles of nationalists, or are they part of the complex, and contradictory process of globalization?

The New Political Economy of Emerging Europe (4 credits)
Laszlo Csaba
This MA course, open also to PhD students, addresses core questions of economic success against the rather dismal performance of postcommunist economies, in a period following the rather unsuccessful European crisis management in 2008-2013. The course puts the postcommunist experience in European and developmental perspective. Providing a short historical background is followed by analysis of the components of change, including privatization and financial sector reform, as well as corporate governance. Country studies and a feedback to broader theories of institutional change round up the course. The main aim of the course is to provide a broad and policy-relevant understanding for the non-economists and future businessmen of the diversity and complexity in systemic change. The angle of analysis is to search how economic success could be attained, now and in the future. Background in economics is though an advantage, however it is not a prerequisite to taking this course.

Transnational Corporations and National Governments (4 credits)
Bela Greskovits
Crossing the boundaries between theories of development, globalization, and economic diplomacy, this course introduces students into the politics of transnational corporations, and their interaction with host governments and domestic capital mainly but not exclusively in developing countries. Several frameworks of analysis will be studied, including varied concepts of the developmental state, the global commodity chain approach, and models of bargaining between the transnational firm and local actors. What are the political consequences of the transnationalization of mining, textiles, automobiles, and computer industries? How do industrial attributes, oligopolistic competition, country size, and features of the national political economy shape governments’ capacity to bargain for development? What roles can less advanced economies play in the world of globally organized production? What are their chances for catching up with the leaders?

Rather than focusing on a particular geographic area, the discussed cases include automobile manufacturing in Mexico and East Asia, natural resource industries across the globe,
computer industry in the USA, Ireland, and India, textiles & garment industries in Italy and South Asia. Whenever possible, we shall address these cases’ relevance for the current problems of the postcommunist world.

**Political Economy II** (4 credits)
**Borbala Kovacs**
Cross-listed from Political Science.
For more information, see departmental website.

**Politics of Labor in Europe** (4 credits)
**Dorothee Bohle**
Cross-listed from Political Science.
For more information, see departmental website.

**Social Movements and Social Contention** (4 credits)
**Bela Greskovits**
Cross-listed from Political Science.
For more information, see departmental website.
# Contact Information

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Position</th>
<th>e-mail</th>
<th>Extension</th>
<th>Office</th>
<th>Office in Vigyazo F. St.</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
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<td>210</td>
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</tbody>
</table>

* For calls from outside the university.
The extensions starting with 3 can be dialed directly after the 327- (for example 327-3017 for the department)
For the extensions starting with 2 the switchboard operator at 327-3000 should be dialed who then can transfer the call to the extension.

** Department fax: 327 3243
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Sep 8</td>
<td>IRES Pre-Session and Student Orientation begins</td>
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<tr>
<td>Sep 15</td>
<td>“Zero Week” begins</td>
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<td>Sep 16</td>
<td>IRES Faculty-Student Meeting</td>
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<tr>
<td>Sep 18</td>
<td>IRES registration starts</td>
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<td>Sep 19</td>
<td>IRES Day Trip</td>
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<td>Sep 22</td>
<td>Opening Ceremony</td>
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<td>Sep 22</td>
<td>Fall Semester begins</td>
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<tr>
<td>Oct 5</td>
<td>Registration for Fall Semester ends</td>
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<tr>
<td>Oct 23</td>
<td>Hungarian National Holiday. CEU is officially closed.</td>
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<tr>
<td>Oct 24</td>
<td>Special day off, no offices, CEU is officially closed.</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Hungarian National Holiday. CEU is officially closed.</td>
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<tr>
<td>Nov 28</td>
<td>Thesis info meeting (MA Students, Faculty)</td>
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<tr>
<td>Dec 8</td>
<td>Registration for Winter Semester begins</td>
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<tr>
<td>Dec 12</td>
<td>Fall Semester ends</td>
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<tr>
<td>Dec 23</td>
<td>Final deadline for final papers</td>
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<tr>
<td>Dec 24</td>
<td>Christmas. CEU is officially closed</td>
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<tr>
<td>Jan 31</td>
<td>New Year’s Eve. CEU is officially closed</td>
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<td>Jan 1</td>
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<td>Jan 13</td>
<td>Winter Semester begins</td>
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<td>Jan 23</td>
<td>MA thesis questionnaire deadline</td>
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<tr>
<td>Feb 13</td>
<td>MA Travel Grant application CEU deadline</td>
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<td>MA departmental travel grant deadline</td>
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<tr>
<td>Feb 20</td>
<td>Research proposal to the Center for Academic Writing</td>
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<td>Mar 6</td>
<td>Research proposal to the department</td>
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<td>Mar 15</td>
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<tr>
<td>23 Mon</td>
<td>Registration for Spring Semester begins</td>
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<td><strong>April</strong></td>
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<td>3 Fri</td>
<td>Winter Semester ends</td>
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<tr>
<td>5 Sun</td>
<td>Easter Sunday. CEU is officially closed.</td>
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<tr>
<td>6 Mon</td>
<td>Easter Monday. CEU is officially closed.</td>
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<tr>
<td>7 Tue</td>
<td>Beginning of Spring Session</td>
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<tr>
<td>13 Sun</td>
<td>Registration for Spring Session ends</td>
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<td><strong>May</strong></td>
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<td>1 Fri</td>
<td>Hungarian National Holiday. CEU is officially closed</td>
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<td>24 Sun</td>
<td>Pentecost Sunday. CEU is officially closed</td>
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<tr>
<td>25 Mon</td>
<td>Pentecost Monday. CEU is officially closed</td>
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<tr>
<td><strong>June</strong></td>
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<tr>
<td>2 Tue</td>
<td>FINAL DATE of IRES MA thesis submission</td>
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<tr>
<td>15-17</td>
<td>Thesis defenses</td>
</tr>
<tr>
<td>21 Sun</td>
<td>Graduation Ceremony</td>
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