

DEPARTMENT OF LEGAL STUDIES INFORMATION BOOKLET 2018 2019

CEU

CENTRAL EUROPEAN

UNIVERSITY

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WELCOME

Welcome to the Department of Legal Studies of Central European University.

This Information Booklet provides information on the faculty and staff of the Department of Legal Studies, our degree and course requirements, the courses offered during the academic year, an overview of the examination and grading policy, and information about University facilities.

The website of the Department of Legal Studies is available at <u>http://legal.ceu.edu/</u>. Important information on departmental developments and individual courses is posted on the website throughout the year. Please check it regularly in order to be up-to-date as regards the latest events and requirements.

The E-learning site of the Department is available at <u>http://ceulearning.ceu.edu</u>.

Please do not hesitate to contact the administrative staff for further information.

We hope that the academic program of the Department of Legal Studies will meet your expectations and we wish you success in your studies.

The Faculty & Staff of the Department of Legal Studies



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> **Central European University** 1051 Budapest, Nádor u. 9.

The details in this Information Booklet are accurate at the time of printing.

FACULTY AND ADMINISTRATION

HEAD OF DEPARTMENT

Renáta Uitz (Hungary) Professor, Chair of the Comparative Constitutional Law Program

PERMANENT FACULTY

Károly Bárd (Hungary) Professor, Chair of the Human Rights Program (on leave in the Winter and Spring terms)

Markus Böckenförde (Germany) Associate Professor

Marie-Pierre Granger (France) Associate Professor at the School of Public Policy and the Departments of International Relations and Legal Studies

Csilla Kollonay-Lehoczky (Hungary) Professor Emerita

Jessica Lawrence (United States of America) Assistant Professor

Mathias Möschel (Austria/Germany) Associate Professor, Director of the Doctoral Program

Sejal Parmar (United Kingdom) Assistant Professor

Markus Petsche (Austria) Associate Professor

Eszter Polgári (Hungary) Assistant Professor (Acting Chair of the Human Rights Program in the Winter and Spring terms)

Oswaldo Ruiz-Chiriboga (Ecuador) Assistant Professor

András Sajó (Hungary) University Professor

Judit Sándor (Hungary) Professor at the Departments of Political Science, Legal Studies and Gender Studies

Caterina Sganga (Italy) Associate Professor

Tibor Tajti (Serbia) Professor, Chair of the International Business Law Program

Tibor Várady (Serbia) Professor Emeritus

ADMINISTRATION

Dorottya Deák (Hungary) Nóri Kovács (Hungary) Tünde Szabó (Hungary) Andrea Völgyes (Hungary) MA/LLM Coordinator Program Coordinator Department Coordinator Department Assistant

VISITING FACULTY

Babic, Davor, Visiting Faculty (University of Zagreb, Croatia); Ph.D., University of Zagreb, Croatia

Bárd, Petra, Visiting Faculty (Eötvös Loránd University, Faculty of Law, Associate Professor; Hungarian Academy of Sciences, Researcher, Hungary); S.J.D., CEU, Hungary

Behrens, Peter, Recurrent Visiting Faculty (Professor of Law emeritus of the University of Hamburg, Germany); Ph.D. (Habilitation), University of Hamburg, Germany

Durham, W. Cole Jr., Recurrent Visiting Faculty (Brigham Young University, J. Reuben Clark Law School, US); Harvard Law School, US

Fiala-Butora, János, Visiting Faculty (Institute for Legal Studies, Center for Social Sciences, Hungarian Academy of Sciences); S.J.D., Harvard Law School

Fleming, Clifton, Visiting Faculty (Brigham Young University, J. Reuben Clark Law School, US); J. D. George Washington University, US

Hamilton, Michael, Visiting Faculty (University of East Anglia, UK); Ph.D., University of Ulster, UK

Hessebon, Gedion T., Visiting Faculty (Addis Ababa University, Ethiopia); S.J.D., CEU, Hungary

Hunter, Howard, Recurrent Visiting Faculty (Professor of Law, Singapore Management University, Republic of Singapore; Professor of Law and Dean Emeritus, Emory University, School of Law, US); J.D., Yale University, US

Husovec, Martin, Visiting Faculty (Assistant Professor at Tilburg Law School: Tilburg Institute for Law, Technology, and Society (TILT) and Tilburg Law and Economics Center (TILEC)

Mahlmann, Matthias, Recurrent Visiting Faculty (University of Zurich, Switzerland); Dr. iur. (Habiliation), Freie Universität Berlin, Germany

Mancini, Susanna, Visiting Faculty (University of Bologna School of Law, Paul H. Nitze School of Advanced International Studies of the Johns Hopkins University, Bologna, Italy); Ph.D., European University Institute, Italy

McBride, Jeremy, Visiting Faculty (Barrister, Monckton Chambers, UK); LL.B., University of Birmingham; University of Cambridge, UK

Nagy, Csongor István, Visiting Faculty (University of Szeged, Private International Law Department, Hungary); Ph.D., Eötvös Loránd University, Hungary; S.J.D., CEU, Hungary

O'Keefe, Roger, Visiting Faculty (Bocconi University, Italy); Ph.D., University of Cambridge, UK

Pavic, Vladimir, Visiting Faculty (Belgrade University, Faculty of Law, Serbia); S.J.D., CEU, Hungary

Rosenfeld, Michel, Recurrent Visiting Faculty (Yeshiva University, Benjamin Cardozo School of Law, US); Ph.D. in Philosophy, Columbia University, US

Scharffs, Brett, Visiting Faculty (Brigham Young University, J. Reuben Clark Law School, US); J.D., Yale University, US

Smilov, Daniel, Visiting Faculty (Sofia University and Centre for Liberal Strategies, Bulgaria); Ph.D., Oxford University, UK; S.J.D., CEU, Hungary

Whitehead, Charles K., Visiting Faculty (Cornell University Law School, US); J.D., Columbia Law School, US

WHOM TO SEE

Renáta Uitz Head of Department

Tünde Szabó Department Coordinator

Nóri Kovács Program Coordinator

Dorottya Deák MA/LLM Coordinator

Andrea Völgyes Department Assistant

Viktória Magócsi Student Insurance, Health and Well-being Officer

Richard Kartosonto Student Life and Residency Officer

Natália Nyikes Student Disability Services Officer

Gabriella Kulik Student Records Assistant

Gizella Rózsa Principle Cataloguer

Szilárd Bedecs Director of IT Nádor St. 11, 5th floor 501 <u>uitzren@ceu.edu</u>

General issues related to the operation of the Department, admissions, website maintenance, S.J.D. administration Nádor St. 11, 5th floor 508 <u>szabot@ceu.edu</u>

Schedules, exams, grades Nádor St. 11, 5th floor 508 <u>KovacsNora@ceu.edu</u>

Readers, course registration, specializations, cross-listing, thesis administration, course evaluations Nádor St. 11, 5th floor 512 <u>deakd@ceu.edu</u>

Short Term Research Grants, organization of student field and research trips Nádor St. 11, 5th floor 512 <u>volgyesa@ceu.edu</u> * * *

Health insurance Nádor u. 11. 3rd floor, Student Life Office

magocsiv@ceu.edu

Residence formalities, accommodations Nádor u. 11. 3rd floor, Student Life Office <u>kartoson@ceu.edu</u>

Nádor u. 11. 3rd floor, Dean of Students Office <u>nyikesn@ceu.edu</u>

Student Records Office Nádor u. 11. 3rd floor, Student Records Office <u>registry@ceu.edu</u>

Law library information Library (Nádor u. 15. 2nd floor) <u>rozsag@ceu.edu</u>

Information Technology Department University Information System (U.I.S) support, computer information, computer problems; programs, databases. Zrínyi St.14 5th floor <u>bedecssz@ceu.edu</u>

LEGAL STUDIES ACADEMIC CALENDAR 2018/2019

2018

September 3-4	Orientation for Legal Studies students
September 3	Pre-session for Legal Studies students begins (until September 14, Friday)
September 10	Registration for Fall Term begins (until September 30, Sunday)
September 14	Pre-session ends at the Department of Legal Studies
September 17-18	Legal Studies Pre-session exam period
September 17	Fall term for Legal Studies students begins (until December 7, Friday)
September 10-21	Student Union elections in departments and schools
September 30	Registration for Fall Term ends
October 22	Special day off, CEU is officially closed
October 23	Hungarian National Holiday, CEU is officially closed
October 24-27	Legal Studies Fall Term Mid-term exam period
November 1	All Saints' Day, CEU is officially closed
November 2	Special day off, CEU is officially closed
December 3	Registration for Winter Term begins (until January 13, Sunday)
December 7	Fall term ends at the Department of Legal Studies
December 10-14	Legal Studies Fall Term Exam period
December 17-21	Offices with skeleton team, Library and Labs on weekend schedule
December 24-26	Christmas, CEU is officially closed
December 27-28	Offices with skeleton team, Library and Labs on weekend schedule
December 29-30	Library and Labs on weekend schedule
December 31	New Year's Eve, CEU is officially closed

2019

January 1	New Year's Day, CEU is officially closed
January 7	Winter Term for Legal Studies students begins (until March 29, Friday)
January 13	Registration for Winter Term ends
March 4-8	Legal Studies Winter Term exam period
March 9	Research period at the Department of Legal Studies begins (until March
	29, Friday)
March 15	Hungarian National Holiday, CEU is officially closed
March 18	Registration for Spring Term begins (until April 7, Sunday)
March 29	Winter Term ends
April 1	Spring Term for Legal Studies students begins (until June 14, Friday)
April 7	Registration for Spring Term ends
April 19	Good Friday, CEU is officially closed
April 21-22	Easter, CEU is officially closed
May 1	Labor day, CEU is officially closed
May 6-10	Mid-term exams at the Department of Legal Studies
June 7	The last teaching day of the Academic year 2018-2019
June 9-10	Pentecost, CEU is officially closed
June 11-15	Spring Term exam period at Legal Studies Department
June 14	Spring Term ends at the Department of Legal Studies
June 24	Commencement

ACADEMIC YEAR

At the Department of Legal Studies, the academic year starts at the beginning of September and is 10 months long.

The academic year is divided into three terms. The Fall Term starts at the beginning of September and ends in the mid-December. The Winter Term starts in January and ends in mid-March. The Spring Term starts at the beginning of April and ends at the second half of June. Between the Winter and the Spring Terms a short period is allocated for research. For further information on the calendar of the Academic Year, please refer to the Legal Studies Academic Calendar in this Booklet and Academic Calendar of CEU at https://www.ceu.edu/calendar.

ACCREDITATION

The Department of Legal Studies was established in August 1991 in Budapest.

In the 2018/2019 Academic Year the Department offers the following Master's programs and degrees:

• Master of Laws in Comparative Constitutional Law (accredited in 1994) – hereinafter referred to as 'CCL LL.M.' or the 'Comparative Constitutional Law Program';

• Master of Laws in International Business Law (accredited in 1994) – hereinafter referred to as 'IBL LL.M.' or the 'International Business Law Program';

• Master of Arts in Human Rights (accredited in 1998) – hereinafter referred to as 'HR M.A.' or the 'Human Rights Program';

• Master of Laws in Human Rights (accredited in 2001) – hereinafter referred to as 'HR LL.M.' or the 'Human Rights Program'.

The Master's (LL.M. and M.A.) degrees offered by the Department of Legal Studies are conferred under the authority of the New York State Education Department.

THE MASTER'S PROGRAMS

The curriculum of the Department of Legal Studies is divided into three programs: the **Comparative Constitutional Law Program**, the **International Business Law Program** and the **Human Rights Program**.

The **Comparative Constitutional Law Program** and the **International Business Law Program** examine the legal traditions of both civil law (continental) and common law systems. The **Human Rights Program** is an interdisciplinary program on the protection of human rights with an emphasis on the legal aspects of its theory and practice.

Students admitted to the **International Business Law Program** are eligible to earn an LL.M. in International Business Law. The Comparative Constitutional Law Program offers an LL.M. in Comparative Constitutional Law. Students admitted to the Human Rights Program are eligible to earn an M.A. or an LL.M. in Human Rights.

Studies in the **Comparative Constitutional Law Program** include courses on the main problems of constitutionalism, transition to and from democracy, constitution-making, fundamental rights and equal protection, and on issues that are relevant to the operation of constitutions in the international legal realm. For the degree of **Master of Laws in Comparative Constitutional Law** students have to complete a minimum of 24 Legal Studies credits /55.92 ECTS through coursework and a final thesis.

The **International Business Law Program** focuses on the fundamental institutions of market economy with special reference to international business transactions. The program offers ample opportunities for in-depth study of the theoretical and practical aspects of numerous disciplines from contemporary methods of dispute resolution to advanced contracts and finance. For the degree of **Master of Laws in International Business Law** students have to complete a minimum of 24 Legal Studies credits /55.92 ECTS through coursework and a final thesis.

The Human Rights Program provides theoretical and practical training for future scholars and professionals in human rights, with special emphasis on the legal aspects of human rights protection. The Human Rights Program

benefits from close cooperation with the university community, the Open Society Foundations and Budapest-based non-governmental organizations.

The **Master of Laws in Human Rights** degree is designed for students holding a law degree who intend to focus on the constitutional, regional and international legal aspects of human rights protection and enforcement.

The **Master of Arts in Human Rights** degree addresses the interests of those non-lawyers who are interested in the theoretical and policy implications of human rights protection and advocacy.

For the degree of Master of Laws in Human Rights and Master of Arts in Human Rights students have to complete 36 Legal Studies credits / 83.88 ECTS from coursework and a final thesis.

The **Comparative Constitutional Law Program** and the **Human Rights Program** are offering their degrees with a **"Clinical Specialization"**. The Clinical Specialization centers around an 'almost-live' legal clinic in the form of a special course led by NGO-based litigation specialists.

Students studying in the Human Rights Program may also earn an "International Justice Specialization" or an "Archives and Evidentiary Practices Specialization".

Whereas the majority of the courses are tailored to the requirements of their respective programs, some of the courses offered are common to several programs across the University. In each program the number of mandatory courses is limited and a considerable variety of mandatory elective and elective courses is offered allowing specialization in several directions.

For further details of the overall aims of the Master Programs and their expected learning outcomes please see the respective program-specific requirements in this Booklet (pages 23-34).

ELIGIBILITY REQUIREMENTS

Students at the Department of Legal Studies must fulfill the General CEU Admissions and Language Requirements. In addition, they must meet the program-specific conditions. For further details please consult: <u>http://www.ceu.edu/admissions</u>.

CONDITIONS OF AWARDING THE DEGREES

The minimum final grade point average (GPA) for the LL.M. and M.A. degrees should not be less than 2.66 which corresponds to a letter grade between C+ and B-. Please note that the GPA is based on course grades and the grade for the final thesis. (For further reference on the general degree requirements please see Student Rights, Rules and Academic Regulations at: <u>http://documents.ceu.edu/documents/p-1105-2v1503</u>).

For the program-specific credit requirements applicable at the Department of Legal Studies please see the relevant sections (pages 23-34) of this Booklet.

ATTENDANCE POLICY

Presence at CEU is required throughout the academic year regardless of the allocation of classes in the teaching schedule.

In justified cases permission for leave shall be requested in advance, in writing (via email) from the Program Chair. Leave requests for more than two working days are subject to approval by the Head of Department. A precondition for any leave request is that the student must obtain a make-up assignment from each professor for missed classes.

Students are not allowed to work during the academic year, except in special circumstances and solely upon the prior written approval of the Head of Department.

Regular class attendance is a precondition for taking exams.

Students who miss more than one 100-minute class session per credit (*i.e.* one class meeting) without justification may be excluded from the course by the Professor, after consultation with the Program Chair. Persistent violation of this rule may lead to exclusion from CEU. Explanation for all absences is to be submitted to the Program Coordinator at the earliest possible time, via telephone, email, or in person.

In case grave medical or personal circumstances force a student to miss more than one 100-minute class session per credit, upon a justified request the Program Chair – in consultation with the student and the affected Professors – may approve an individual study plan.

CREDITS

At the Department of Legal Studies 1 (one) course credit is obtained by attending a 14 x 50-minute (700-minute) course and complying with the assessment requirements of that course. Please note that this is an exception, as a 1 (one) CEU credit equals 600 taught classroom minutes. The conversion ratio between Legal Studies and ECTS credits is 1-to-2.33. For further details please see the Transfer of Credit Policy at: http://documents.ceu.edu/documents/p-1105-2v1405.

In order to successfully complete an LL.M. or an M.A. degree, students shall pass all mandatory courses and mandatory elective courses as specified later in this Booklet. Credits earned in mandatory and mandatory elective courses are included in the overall credit-load required for a degree.

The maximum number of credits students may earn in each term are listed below. The Program Chair may grant permission to take additional credits only in exceptional cases.

	Max. number of credits students may take			
	CCL	HR		IBL
		MA	LLM	
Fall term (September 17-December 7)	9	12	12	10
Winter term (2019 January 7 – March 1)	7	11	11	6
Spring term (April 1 – June 7)	11	12	12	11

Students may take additional courses for audit with the permission of the Program Chair. In order to have the audit inserted in the transcript the student must satisfy standard class attendance requirements (see Auditing classes at page 10).

Mandatory courses and credits cannot be replaced by other courses.

Mandatory-elective credits earned in excess of the minimum requirement in a given cluster (i.e.: groups of mandatory elective courses) are automatically considered as elective credits. Mandatory-elective credits are not transferrable in between clusters.

In accordance with the CEU Credit Transfer Policy students studying for a degree at CEU may apply for a transfer of up to 6 (six) non-degree credits towards a CEU degree. All transfer of credit requests are subject to the approval of the Provost upon the recommendation by the Head of Department. For the policy see: https://documents.ceu.edu/documents/p-1105-2v1405.

As source languages are not required for mandatory or elective courses offered by the Department of Legal Studies, nor are required for the final thesis, credits from language courses cannot be substituted for course credits offered by the Department.

COURSE REGISTRATION

Students are required to complete their course registration through the University Information System (Infosys) during the registration period of each term, as indicated in the Academic Calendar, as well as in the Student Records Manual.

Only those who registered in the registration period or at least 3 days before the first class meeting can participate in the course. Enrolling for a course in its e-learning site (Moodle) does not substitute registration for the course via Infosys.

A course may be dropped through Infosys on the day of the second class-meeting of the respective course without any charge.

The Department strongly discourages late registration for and/or late dropping of courses. However, in cases when this is necessary, please see the MA/LLM Coordinator. In case of late registration and/or dropping a course a fee of 5,000 HUF applies. In justified cases (e.g. late cancellation of a course) the Program Chair may grant an exemption from the late registration fee.

The latest day for dropping a course or altering registration in any way is the Monday of the last teaching week before a respective mid-term and final term exam period. Students who neither take the final exam, nor drop the course will receive an Administrative Fail (AF).

Certain courses have pre-requisites, as indicated in this Booklet. Pre-requisite courses have to be completed for Grade. Where offered, successfully passing a pre-test qualifies as passing the pre-requisite course. A successfully completed pre-test does not yield credit, unless stated otherwise.

For courses which span across more than one term students need to re-register separately in Infosys in each term. (For example, for a course which starts in Fall Term and finishes in Winter Term, students need to sign up for the same course in the registration periods for both Terms.) Credits for these courses count to the credit limit of the term where the exam takes place or the course ends.

In order to meet the requirements of interactive post-graduate education, class enrollment is limited. As a general rule, classes offered by the Department of Legal Studies are limited to 20 students from the Department, plus an additional 5 students from outside the Department (including visiting and exchange students). However, Professors may prescribe further limitation on class size as indicated in the course offerings. Professors may, upon their professional consideration, allow enrollment for additional students provided that enrollment is not precluded by other relevant departmental considerations.

Students are strongly encouraged to prepare their study plan for the entire academic year during the first weeks. To do so, students are encouraged to consult with their Program Chair, faculty members as well as the MA/LLM Coordinator.

For more information on the registration scheme, please see the Student Records Manual.

CROSS-LISTED COURSES

CEU promotes interdisciplinarity and cross-unit collaboration. Besides the MA/LLM courses offered by the Department of Legal Studies, students can choose from several courses that are offered in collaboration with other Departments (cross-listed courses). These cross-listed courses are automatically included in the departmental schedules as well as they are listed in the course offerings of the Department. Class enrollment for cross-listed courses is limited.

AUDITING CLASSES

If a student wishes to register for a course without earning a letter grade or credit, the course may be registered for as Audit. A student auditing a course is required to attend all classes and participate fully in the course (including reading, oral and written assignments). Auditing students are only excused from taking the mid-term (if applicable) and the final examination (exam, essay or take home paper).

A course taken for Audit appears on the student's transcript with the symbol AUD if attendance was regular, or W (withdraw) if attendance was unsatisfactory. In case of AUD, no credit is earned, nor is the Grade Point Average (GPA) affected.

Changing a course registration from Credit to Audit, or vice versa, is possible until the Monday of the last teaching week before the respective mid-term or final exam period. Registration change requests are to be reported to the MA/LLM Coordinator before the deadline.

Auditing classes without taking the pre-requisite course is generally not allowed. As an exception, justified cases are subject to prior permission from the Program Chair.

COURSES OUTSIDE THE DEPARTMENT

University-wide courses (UWC):

University-Wide courses (UWC) aim to bring together faculty and students from across academic programs to explore a topic of common interest. Although the Department of Legal studies is cross-listing those UWC it finds most suitable for its graduates, students are free to choose from the full range of UWC offering (see Courses offered by other Departments, below). For more information on the initiative and on the course offerings please visit the website www.ceu.edu/iti.

Courses offered by other Departments:

Students are allowed to earn up to 4 (four) CEU credits per academic year from courses offered by other academic units without any formal approval required by the Department of Legal Studies. This is a University-wide regulation endorsed by the CEU Senate. Every non-cross-listed course counts towards this limit. These courses are <u>not</u> included in the departmental schedule.

Students are responsible to make sure that courses offered by other Departments do not overlap with the courses required by their own program, so that regular class attendance is guaranteed. If a student misses more than one (1) class meeting of either course, the procedure stated under "Attendance Policy" applies (page 7). Note that the Department is not in a position to take into consideration the schedules of courses offered by other Departments when making occasional unavoidable revisions to the teaching schedule during a term.

Credit conversion for courses outside the Department:

Please note that Legal Studies credits and CEU credits differ (see below). To enable the implementation of the University policy, conversion of credits for courses offered by other Departments apart from the cross-listed courses advertised by the respective program of the Department of Legal Studies is subject to the decision of the Program Chair on a case-by-case basis. The decision shall be made in consultation with the Instructor of the course and the student making the request.

The basis of the conversion is that 1 (one) CEU credit (600 minutes) equals 0.85 Legal Studies credit (700 minutes). Conversion shall aim to achieve a credit value that is a whole number. Where rounding down is required to achieve a whole number (*e.g.* in case of a course worth of 4 CEU credits that equals 3.4 Legal Studies credits), an exemption from coursework will be sought in agreement with the course Instructor. Where rounding up is needed to achieve a whole number (*e.g.* in case of a course worth of 3 CEU credits that equals to 2.55 Legal Studies credits), with the agreement of the course Instructor additional coursework will be set for the student to complete the course.

Students are required to notify the Department of Legal Studies prior to registering for courses offered by other Departments. The requests for credit conversion shall be submitted to the Program Chair via email. Credit numbers of such courses where no prior agreement has been reached with the course Instructor in consultation with the Program Chair will be rounded down. Courses offered by other Departments taken for grade in excess of the 4 (four) CEU credit limit will be automatically changed to Audit at the end of the academic year.

SUBMISSION OF COURSEWORK AND FINAL EXAMS

All coursework (written assignment, essay and final paper) is to be submitted electronically (*e.g.* through the E-learning site of the course) and/or in hard copy as requested by the Professor of the respective course. Coursework submitted via email to the Program Coordinator or through the E-learning site will be automatically checked by a plagiarism-screening software (Turn It In) without further notice.

Students shall submit all final coursework (final papers, take-home exams, or re-typed final exams) to the Program Coordinator in one electronic copy indicating **only** the student ID number, unless requested otherwise by the Professor of the course.

Late submission of coursework, mid-term and final exam papers is not accepted, unless with the special permission of the Instructor. Late submission will result in an automatic grade reduction. For the scale please see under Grading (see page 12).

Students are responsible for archiving the printed and/or electronic version of their coursework. In the case of electronically submitted papers, responsibility for keeping an original and a proof of electronic transfer rests with the student.

MID-TERM AND FINAL EXAMS

The Department makes its best efforts to avoid scheduling more than one exam per day for the same Program during the exam period. Nonetheless, given the number of courses this cannot always be achieved. Weekend days may also be used for exams.

In-class exams are held in the computer laboratories where students can answer the exam questions in typed format. (See Appendix IV for exam guidelines.) As an exception in Fall Term students may decide to handwrite their inclass exams in case they do not feel comfortable with typing. During the Fall Term students are requested to sign up in advance to seek such an exemption. A sign-up sheet is provided on the Department's noticeboard. To improve typing skills, a special typing tutor program is available to all students.

Handwritten in-class exams must be re-typed for grading right after the given exam.

If a student has two exams in one day, both exams have to be re-typed after the end of the second exam. Both the handwritten and the typed versions of the exam have to be submitted to the Program Coordinator for comparison. Only spelling corrections are permitted. Any other change or alteration amounts to academic dishonesty (for reference see also: CEU Code of Ethics and Appendix III of this Booklet).

From the Winter Term only typed exams are accepted. Students may handwrite their exams only on special permission from their Program Chair.

For closed-book exams, no auxiliary materials can be used.

For the open-book exams, the students may use the course reader, printouts of electronic course materials, their written/printed notes, and the E-learning site of the respective course. Note: during open-book exams students neither have access to internet, nor are they allowed to use USB flash drives, smart phones, tablets or similar electronic devices.

Late submission of final papers or take-home exams is not accepted, unless with the special permission of the Professor of the course. Late submission will result in an automatic grade reduction. For the scale please see under Grading, below.

GRADING

The final grade for a course may be based on in-class or take-home final examinations or a final paper, and additionally on oral and/or written assignments, class participation, or a combination thereof, as determined by the Professor and announced in the course syllabus.

The Department of Legal Studies follows a grading-on-the-curve policy. The lowest passing grade is C+ (corresponds to 50% of overall course performance). The Legal Studies grading scale can be found in Appendix I of this Booklet.

Grades for the late submission of take-home exams will be reduced as follows:

- Submission within 1 day after the deadline: the grade given by the Professor will be automatically decreased by one level on the grade point scale (*e.g.* B+ becomes B)
- Submission within 2 days after the deadline: the grade given by the Professor will be automatically decreased by two levels on the grade point scale (*e.g.* B+ becomes B-)
- If the examination is not submitted within 3 days after the deadline, a Fail will be entered into Infosys as the final grade for the course.

FEEDBACK

Students are entitled to receive reasonable and timely feedback on their performance in course works and exams.

Exams are deposited with the Program Coordinator after grading where students may review their exams every Tuesday and Friday afternoon from 1 to 4 PM, or by appointment requested via email.

Should there be need for further clarification students may contact the Professor requesting an appointment for feedback on their exams. Students may contact visiting professors via email for feedback on their exams.

Graded exams will not be copied or scanned. Exams of other students cannot be reviewed.

RETAKES

Students who fail to achieve the minimum passing grade during an examination or for course work are allowed one (1) retake. No more than three (3) retakes are permitted per academic year.

If more than one examination or assignment is failed during a given academic course, granting a retake is at the discretion of the Head of Department. In granting a retake, the size and the significance of the failed courses as well as the severity and the circumstances of the failure should be taken into account.

The enrolment of a student who fails the retake of a mandatory course should be terminated, since the student will not be able to fulfil the degree requirements without the course in question.

A student who fails a mandatory elective or an elective course may request a retake. Such request must be made to the Program Coordinator within one (1) week after the final grade was entered into Infosys. Should the student fail to request the retake by the deadline the Fail for the course is final.

A satisfactory retake means the demonstration of a passing performance. The maximum grade allocated in a retake assessment is Retake Pass "RP" (2.33 grade points).

Until successfully passing a retake exam in mandatory courses, students are not allowed to take elective courses. The Program Chair may grant an exception for academic reasons.

COURSE MATERIALS

Course materials and course syllabi are available for each course on the CEU E-learning site at <u>http://ceulearning.ceu.edu</u>.

In order to respect copyright students have access only to the E-learning site of the courses in which they are enrolled in Infosys. Students, however, have an opportunity to review all syllabilduring the registration period upon request (MA/LLM Coordinator)

For each course, all required readings and the course syllabus compiled into one .pdf file as a course reader. All other course materials, such as recommended readings, videos and any materials shared during the course are available on the e-learning page of the given course.

For the mandatory courses printed course readers are provided free of charge.

For mandatory elective and elective courses students may print their own course materials using their printing quota. In addition, course readers for such courses can be optionally arranged by the student, at their own cost, with the CopyCat Copyshop (copyshop@copycat.hu), located within Oktober 6th Street 12, on the ground floor.

COURSE AND THESIS SUPERVISION EVALUATION

During the last two weeks of each Term and in the exam periods, students are expected to complete a short online evaluation form through the CoursEval platform for each course they have registered for. Note that the exact periods when the online course evaluation is available may differ for courses.

On-line evaluation forms are anonymous. Student evaluations are made available to Professors **after** the final grades for all courses of the Term have been submitted.

Personal login names and passwords for the CoursEval platform will be distributed via email by the system administrator along with the necessary instructions and deadlines.

Feedback gained through the evaluation forms is crucial in assessing and improving teaching, course and supervision quality of both resident and visiting faculty. The Program Chair or the Head of Department discusses the evaluations' outcome with the respective Professor.

Twice in each academic year a town-hall meeting is arranged with the students by the respective Program Chairs. At this forum students can give feedback on their academic program. During the meetings minutes are prepared and feedback will be included in the Department's annual report.

Following the submission of their CCL / IBL long thesis and HR thesis students will be invited to take an online survey to assess their thesis supervisor.

THESES

The Thesis Guidelines of the Department of Legal Studies can be found in Appendix II of this Booklet. Please consult these guidelines when writing your thesis.

After submission all theses will be automatically screened by the plagiarism software (Turn It In) before grading. Theses not corresponding to the standards outlined in these guidelines will <u>not</u> be accepted.

The topic of the LL.M./M.A. thesis is approved by the thesis advisor who is nominated by the Program Chair. Students must not change the topic (title) of their thesis without formal prior approval via email from both their advisor and the Program Chair. In the process of writing up the thesis, minor changes which regard <u>only the wording of the title</u> can be made with the written permission of the supervisor. All approved changes need to be reported for record taking to the MA/LLM Coordinator via email.

WRITING REQUIREMENTS FOR THE LL.M. AND M.A. DEGREES

CCL and IBL LL.M. Theses

"Short Thesis Track"

The writing requirement for students studying for an LL.M. in International Business Law and Comparative Constitutional Law is fulfilled by the submission of a paper ("short thesis") of about 35 - 70 pages¹ (a minimum of 12.000 words) within the field of one of the courses taken by the student in the Fall Term. The course is approved by the Program Chair based on a thesis topic proposal. For thesis-related submission deadlines please see page 16. Beyond commenting on these submissions, the Professor is not expected to advise students regarding the short thesis.

The final grade for the course attached to the short thesis will be calculated on the basis of the result of the final exam and the grade for the short thesis. The short thesis is worth 1 (one) credit in the final grade. For a 1-credit course this is 50% of the final grade in the relevant course. For any other course the grade of the thesis will be worth 1 credit. On the student's final transcript the thesis grade will not be indicated separately.

In case of a 1-credit course, if the difference between the grade received for the relevant course and the grade received for the thesis is one grade level [e.g. A- and B+], then the final grade for the course will be the same as the grade received for the short thesis. If this difference is bigger, then the average of the two grades shall become the final grade.

Once submitted, a short thesis cannot be withdrawn and subsequently resubmitted with or without corrections.

"Long Thesis Track"

IBL and CCL LL.M. students planning to undertake S.J.D. studies or having other justified reasons to take a more demanding course of studies, may be admitted to the "long thesis track" upon the consent of the respective Program Chair. Students writing a long IBL and CCL LL.M. thesis shall obtain 21 course credits. A long LL.M. thesis is an original scholarly research paper on a comparative or theoretical legal subject, approximately 70 - 150 pages² long (a minimum of 25.000 words).

For thesis-related deadlines please see page 16.

A student may switch from a short to a long thesis under the following conditions:

1. proof of a serious academic or professional reason;

¹ Please note: the minimum page requirement of 35 pages refers to <u>content</u> pages, without bibliography, footnotes, etc.

² Please note: the minimum page requirement of 70 pages refers to <u>content</u> pages, without bibliography, footnotes, etc.

2. modification of the title and subject of the thesis;

3. declaration of intent from the prospective supervisor. The deadline for submitting such a request is: **January 31**, **2018**.

A student may request to switch from the long to the short thesis until **January 31, 2018**, provided that the student has collected at least 10 credits in the Fall Term.

Human Rights Theses

The degree requirement for the M.A. and LL.M. in Human Rights is the submission of a thesis of 50-100 pages³ (a minimum of 17.000 words).

Students are expected to propose their own thesis topic, however, faculty also publishes a list of suggested areas of research in September. Thesis proposals are subject to approval by the Program Chair who appoints the supervisors as well. Students are responsible to maintain regular contact with their supervisors.

For thesis-related deadlines please see page 16.

Thesis Evaluation

The thesis evaluation criteria of the Department of Legal Studies can be found in Appendix III of this Booklet.

Short IBL and CCL LL.M. theses are evaluated by the course Instructor with the following grades:

A, A-, B+, B, B-, C+

In case the short thesis receives a "fail" (F), the student needs to gain credit and submit a short thesis in another course from the courses offered in the forthcoming academic year at his/her own expense before a diploma can be awarded. The course credit for the course in which the short thesis was initially written is not lost (the final course grade corresponds to the exam grade).

The long / HR thesis requirement is successfully completed, if the thesis has been evaluated and found satisfactory by the evaluation committee, consisting of the thesis advisor and a second reviewer nominated by the Program Chair.

Long IBL and CCL LL.M. theses, as well as HR LL.M. and HR M.A. theses are evaluated with the following qualification and attached grades:

Completed with Distinction	[ˈgrade points: 4.00 ; grade: A]
Completed with Honors	[grade points: 3.33 ; grade: B+]
Completed	[grade points: 2.67 ; grade: B-]

The weight of the grade of a long IBL and CCL LL.M. thesis and the Human Rights thesis is determined by the number of credits awarded for the thesis. The long IBL and CCL LL.M. theses are worth 3 (three) Legal Studies credits. The Human Rights thesis is worth 8 (eight) Legal Studies credits.

If the thesis advisor's and the second reviewer's respective thesis grades differ, and the difference is not more than one grade point, the opinion of the thesis advisor will prevail. If the difference is more, or if one of the two members of the evaluation committee finds the thesis unsatisfactory, the Program Chair shall nominate a third competent professor whose evaluation will be decisive for the ultimate thesis grade. In case the thesis is unsatisfactory, the student may be requested to revise it. In this case the final grade cannot be higher than "Completed."

In the event that the thesis advisor or the second reviewer does not respond within three months, the student may appeal to the Head of the Department for a replacement reviewer.

Students who have completed their coursework and exams, but who did not complete the above writing and/or thesis requirement may only receive a certificate.

³ Please note: the minimum page requirement of 50 pages refers to <u>content</u> pages, without bibliography, footnotes, etc.

Thesis Deadlines

All submissions, unless instructed otherwise, are to be made electronically to both the thesis advisor and the **E-learning site designated for thesis-related submissions.** The deadline for electronic submissions is midnight (12 a.m.) of the relevant day.

Between September 3-14, 2018

Program-level thesis orientations, as marked in the teaching schedule.

By Friday, September 28, 2018

Submission of a thesis abstract of 1 page with a short bibliography.

Week of October 1, 2018

Presentations of thesis topics and abstracts to peer students and faculty, as marked in the teaching schedule. **Note:** IBL and CCL students writing a short thesis shall also indicate the name of the course they intend to write the thesis for. Only courses offered in the Fall Term may be selected.

By Friday, October 19, 2018

Submission of full thesis proposal based on detailed Guidelines. Please see page 84.

By Monday, November 5, 2018

Program chairs approve thesis topics, course selection (for IBL and CCL short thesis) and supervisors (for HR thesis, IBL and CCL long thesis).

By Monday, December 3, 2018

<u>HR long thesis and CCL short thesis</u>: students have to submit a first outline (structure) and at least 10 substantive pages (including bibliography) of their thesis.

Note: this submission deadline does not apply to IBL short thesis.

By Friday, February 8, 2019

Students have to submit the first draft chapter / part of their thesis (approx. 30 pages).

By Friday, March 29, 2019

<u>CCL and IBL short thesis</u>: The thesis must be submitted in two hard copies (spiral bound; double-sided) and in electronic version, uploaded to ETD. Instructions on the electronic thesis submission (ETD) will be provided during the academic year.

Hard copies must be submitted by 12:00 pm Monday, April 1, 2019 to the MA/LLM Coordinator.

Grades for the thesis of those students who fail to submit their short thesis by this deadline will be treated as follows:

- Submission by April 5, 2019: the grade given by the Professor will be decreased by one level on the grade point scale (e.g. B+ becomes B)
- Submission by April 12, 2019: the grade given by the Professor will be decreased by two levels on the grade point scale (e.g. B+ becomes B-)
- If the thesis is not submitted within two weeks after the deadline, it will not be considered and will
 result in a "Fail" (F) for thesis. In case the short thesis receives a "Fail", the student needs to gain credit
 and submit a short thesis in another course from the courses offered in the forthcoming academic year
 at his/her own expense before a diploma can be awarded.

After uploading the thesis to ETD, no revision and resubmission is allowed.

By Monday, April 15, 2019

Students who wish to apply for the next academic year's S.J.D. Program shall submit the substantial draft of their <u>CCL and IBL long thesis/HR thesis</u>.

By Friday, June 21, 2019

Accepted applicants for next year's S.J.D. program must submit the completed version of their thesis.

By Friday, November 8, 2019

Students writing a CCL or HR long thesis / HR thesis submit the final draft of their thesis to their thesis advisor to allow 3 (three) weeks for comments before the final submission deadline.

By Friday, November 29, 2019

<u>CCL and IBL long thesis / HR thesis:</u> students have to submit two completed versions of their thesis in hard copy (spiral bound; double-sided) to the MA/LLM Coordinator. For submissions via regular mail, the <u>posting date</u> needs to correspond to the above deadline. Students must also upload the thesis to ETD. Instructions on the electronic thesis submission (ETD) will be provided during the academic year. *Late submission will be taken into consideration for grading*.

SHORT TERM RESEARCH GRANT AND INDEPENDENT RESEARCH

Students of the Department of Legal Studies who are studying within a degree-granting program are eligible to apply for a Short Term Research Grant in order to carry out research abroad during the research period. As determined by the University's scholarship rules, calls for applications are issued via e-mail in the second half of the Fall Term. The selection is made by the Department on a competitive basis taking into consideration the student's academic performance, the relevance of the planned research for the thesis and the proved insufficiency of materials available in the CEU library.

This opportunity is only available to students within the research period, and must not interfere with the students' academic course work.

The supported research is to be conducted in a country other than Hungary and the applicant's country of origin/permanent residence.

Students may alternatively carry out research abroad at their own expense or sponsored by external institutions during the research period.

Preconditions for <u>both</u> individually funded and grant-based research are the following:

1. Detailed study plan, explaining the research purpose including its relation to the thesis topic, indicating institutions the student will visit, persons s/he intends to consult with, resources to be used.

- 2. Submission of a travel itinerary indicating departure and arrival dates.
- 3. Written recommendation from the thesis advisor.
- 4. Approval from the Program Chair.
- 5. Approval from the host institution(s)

Upon return to Budapest, students have to submit a short academic report on the completion of the study plan as well as a financial report. For further information, please consult the Department Assistant.

HUMAN RIGHTS INITIATIVE (HRSI)

The Human Rights Initiative (HRSI) was founded in 1999 by a group of Human Rights students from the Department of Legal Studies at CEU. The organization's mission is to build a progressive community through human rights awareness-raising, and empowerment for active citizenship.

Our target groups are CEU students and alumni, local and regional NGO staff and activists, as well as students and activists of the local universities.

We pursue the following goals:

- § to provide our target groups with training and practical experience in human rights and related issues;
- § to raise awareness of human rights;
- \S to promote social responsibility and active citizenship;
- \S to serve as a bridge for the community to channel their human rights related concerns and ideas;

§ to provide opportunities for networking among the local and regional community of human rights and NGO professionals.

To this end, HRSI offers opportunities for skills training, capacity building, networking etc. These opportunities are realized three program areas:

1) **The Capacity Building Program** provides all CEU students with opportunities to develop practical skills and to gain hands-on experience while studying at CEU. This includes 6 workshops throughout the year, on various NGO/human rights advocacy skills.

2) The Empowerment for Active Citizenship Program focuses on empowering community members to become active respondents to human rights challenges. It includes various events and trainings delivered by the HRSI staff, as well as initiatives done in cooperation with partner NGOs. It also includes the annual NGO Fair where students can meet NGO activists and professionals, network, and look for internship opportunities.

3) **The Progressive Community Program** includes activities such as awareness raising campaigns, film screenings, public lectures and roundtable discussions; photo exhibitions, theatrical performances (The Vagina Monologues). As part of this program, students are also very much encouraged to approach HRSI to develop and implement their own human rights related projects.

If you would like to gain more information about HRSI, its projects and activities as well as on how you can get involved, please visit the HRSI website, http://hrsi.ceu.edu/ or come to the HRSI office located in Nador 11, room 416/A. You can also contact HRSI through email, at https://www.facebook.com/HRSI.ceu.

The HRSI Team in 2018

Zsófia Suba, <u>SubaZs@ceu.edu</u> Political Science M.A. 2015, Program Coordinator, Hungary

ACADEMIC MISCONDUCT

Code of Ethics of the Central European University [Excerpts]

The full text of the Code of Ethics of the Central European University is available at <u>http://documents.ceu.edu/documents/p-1009-1v1402-0</u>.

Annex 4 MISCONDUCT

ACADEMIC DISHONESTY

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the CEU Group. Acts of academic dishonesty include, but are not limited to, accomplishing or attempting any of the following acts:

Acts of forgery or fabrication, including:

(a) Altering of grades or official records, falsifying or committing forgery on any university form or document;

(b) Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.

Acts of cheating, including:

(c) Using any materials (e.g. textbooks, cheat-sheets, SMSs) that are not authorized by the instructor for use during an examination;

(d) Copying from another student's paper during an examination;

(e) Collaborating during an examination with any other person by giving or receiving information without the specific permission of the instructor;

(f) Stealing, buying or otherwise obtaining restricted information about an examination to be administered; (g) Collaborating on laboratory work, take-home examinations, homework or other assigned work when

instructed to work independently;

(h) Substituting for another person or permitting any other person to substitute for oneself in taking an examination.

(i) Submitting of identical or in part identical assignments by two or more students;

(j) Submitting work that has been previously offered for credit in another course, except with prior written permission of the instructors of both courses.

(k) Submission of a thesis or dissertation that has been previously submitted at another university/program, in English or in another language.

in English or in another language

Acts of plagiarism, including:

(l) Representation of the work of others as one's own, by offering of the words, ideas, or arguments of another person without appropriate attribution through quotation, reference or footnote, whether intentional or not;

(j) Submitting as one's own any theme, report, term paper, essay, other written work, or speech, written or prepared totally or in part by another person;

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. It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all materials submitted.

Specific recommendations for handling plagiarism are included in the CEU's Policy on Plagiarism. In cases of a disciplinary proceeding because of plagiarism, the body to act in the first instance is the academic unit's Committee on Academic Dishonesty as spelled out in the CEU's Policy on Plagiarism. In plagiarism cases the present Code shall only be applicable in cases which cannot be clarified under the CEU's Policy on Plagiarism.

Other acts of academic dishonesty:

(a) Deliberate mis-shelving, hiding, damaging or theft of library materials;

(b) Improper use of library facilities to advantage one's academic position, nuisance to other users, and undue delay in returning materials promptly when asked to do so;

(c) Improper use of the computer facilities, including misappropriation of another user's data, password or software, illegal copying of computer programs and games at the expense of the University, disregard for the finite capacity of the system, unreasonable interference with the activity of other users, and any attempt to subvert or obstruct the operation of any computer or network system;

(d) Sabotaging of another student's work;

(e) Committing any willful act of dishonesty that interferes with the operation of the academic process;

(f) Complicity, facilitation or aiding in the commission of any of the above-mentioned acts of academic dishonesty.

Other acts of misconduct

(a) Knowing disclosure of false information to or about the CEU Group or to other academic institutions or spreading of false allegations in general;

(b) Deception, including falsification of letters of recommendation and misrepresentation of a person's academic accomplishments and deceptions;

(c) Verbal or physical threat to a member of the University Community;

(d) Conduct which threatens or damages the personal safety or health or assets of others;

(e) Bullying or threatening conduct against others;

(f) Abuse of another's property, including theft, vandalism or temporary or permanent appropriation of another's property, undue interference with CEU Group functions, and unauthorized use of CEU Group facilities or entry into or occupation of University Premises;

(g) Discrimination and harassment based on race, color, religion, national origin, disability, age, gender, sexual orientation, or any other form of discrimination prohibited by law;

(h) Sexual harassment as defined in the Sexual Harassment Policy;

(i) Other types of harassment or discrimination as defined in other University policies;

(j) Breaches of public or private law when the interests of the University Community or one of its members as defined in this Code are adversely affected;

(k) Retaliatory conduct against any individual who has filed a complaint, who has reported witnessing an offense, or who has participated in a complaint procedure;

(l) Failure of a member of the Disciplinary Committee to inform the chairperson of the Disciplinary Committee about a complaint lodged with him or her;

(m) Disclosure of the confidential documents to any unauthorized person;

(n) Complicity in the commission of any of the above-mentioned acts;

(o) Other misconduct that in the judgment of the Disciplinary Committee seriously deviates from standards of the academic community.

Ongoing offences

Ongoing offences are offences which are either repeatedly committed or where the "results" (such as a title or a mark) of a violation (such as plagiarism or cheating etc,) are used or abused by the person who perpetrated the violation.

Central European University's Policy on Plagiarism

The full text of the Policy on Plagiarism, including the Guidelines, is available at: <u>http://documents.ceu.edu/documents/p-1405-1</u>.

Article 1 – What is Plagiarism?

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. Further clarification and examples can be found in the Guidelines (Annex 1). CEU's Code of Ethics also recognizes as academic dishonesty the submission of work previously submitted for credit to another course without the permission of the lecturer; and the submission of theses or dissertations that have been previously submitted to a university or program in any language. Such submissions will be treated in a similar way to plagiarism and be subject to the procedures and measures outlined in this Policy. Plagiarism, as a form of academic dishonesty, is in breach of Annex 4 of the CEU's Code of Ethics. [...]

Article 2.1 – Responsibilities of Students

It is the responsibility of students:

- to ensure that work submitted for purposes of assessment is their own;
- to ensure that the words and arguments of others are appropriately cited and referenced using an accepted referencing system; and
- to ascertain if academic units allow the submission of work that has been previously submitted in whole or in part and, where it is allowed, to gain permission from the relevant faculty member prior to submission.

Table 1: Offending Strateg		
Severity of Offense	Example	
Serious Plagiarism	• Submitting as one's own work a text largely or wholly written by another person or persons.	
	• Copying or paraphrasing substantial sections ⁴ 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.	
Poor Scholarship	• Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student's text.	

Annex 1 – Guidelines Table 1: Offending Strategies in Writing

⁴ The word 'section' is understood here to mean more than one consecutive sentence. A copied section that has had a small number of extra words inserted by the student may still be considered as copied.

 Summarizing an author's ideas at length but only mentioning the author or the source at the end of the paragraph. Mentioning an author with appropriate citation in an early sentence but no attribution in subsequent sentences, so that it is unclear whether the author's ideas are continuing or the writer's own comments being offered. Including a correctly referenced short fragment from another text but without quotation marks.
• Using an author's work with incomplete reference (eg. page number is missing, or the work appears only in a footnote/parenthesis and is missing from the reference list).

Measures to be taken in cases confirmed as plagiarism

(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 (often depends on whether the course is compulsory or elective).

(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.

In the case of multiple simultaneous minor offences, the department should decide whether these repetitions stem from ignorance (in which case they may be treated as a single offence) or the intent either to deceive or to avoid work, either of which may justify more severe action.

The offenses in the last category (Poor Scholarship) may often be attributable to poor ability, unclear thinking or carelessness. If so, they should not be considered academic dishonesty as such but should be penalized in the same way as other poor quality work, namely by a decrease in the final grade commensurate with the negative impact they have on the assignment as a whole. If such offenses are considered to be a deliberate attempt to achieve a higher grade, more serious action should be considered.

Other Academic Regulations in Force at CEU

For more information about policies and procedures at CEU we recommend that you read carefully the CEU Student Handbook, distributed by the CEU Office of Student Services, and the Student Records Manual, distributed by the CEU Student Records Office.

A selection of university regulations and policies is also available at: <u>http://www.ceu.edu/administration/policies</u>.

PROGRAM-SPECIFIC REQUIREMENTS

Master of Laws in International Business Law

Program Chair: Professor Tibor Tajti Contact: <u>tajtit@ceu.edu</u>; 1-327-3275 Office: Nádor 11 building / Room 510

Program level: Graduate (Master's)
Degree awarded: LL.M.
Program registration: The Program was established in 1991. It was approved and registered by the New York State Education Department in 1994.
Program length: 10 months
Credits: 24 Legal Studies credits
ECTS credits: 55.92
Program URL: http://legal.ceu.edu/master-laws-international-business-law-program
E-learning site: http://ceulearning.ceu.edu

Program level learning outcomes:

- Ability to benefit from a substantial **knowledge** of various fields of private, commercial and regulatory law, both international and national, in particular novel as well as such fields and areas of law that are normally left uncovered by national law school curricula
- Ability to apply the gained knowledge in **practice** especially in international law firms, various regulatory agencies (competition, consumer protection, banking and financial supervisory agencies), financial organizations, governmental and EU-level reform or research projects as well as in legal education
- Ability to **communicate, negotiate, mediate or arbitrate as well as draft** various legal documents in English language based on a multi-dimensional (i.e., more than from the perspective of a single jurisdiction) knowledge of English legal terminology
- Ability to understand and properly take into account the main differences among legal systems and their theoretical and practical impact when devising international and transnational legal solutions.
- Ability to conduct **research**, **analyze**, **and critically evaluate** a wide range of legal and regulatory topics, phenomena and problems in different national and supra-national legal systems from a comparative and inter-disciplinary perspective
- Ability to **advise on policy issues**, either as individual experts, expert & researcher, or as a member of a national or international teams

At the time of its establishment in 1991, the primary focus of the International Business Law Program at the Department of Legal Studies was on transition towards market economy. In two decades' time this emphasis has shifted and the curriculum has become more diversified and updated to fit contemporary needs. It is focusing on the legal setting of business transactions in a transnational environment, on the players, and on the regulatory framework of international business. The courses are dealing with present-day issues and practical problems (e.g., impact of migration on business, data protection and big data). Special attention is devoted to various methods and techniques of dispute settlement. The Program is also a certified course provider for the Chartered Institute of Arbitrators.

The LL.M. degree in International Business law remains highly attractive to applicants holding a law degree, who wish to continue an international career not only in legal practice (law firms, in-house counsels) but also in academia, the governmental sector and increasingly various areas of finance (e.g., financial regulatory agencies, investment companies, banks).

In order to enable graduate students from all over the world to cope with such increasingly interdisciplinary and cross-border legal challenges, the curriculum of the International Business Law Program rests on several building blocks rather than on a single specialization. These include dispute resolution (e.g., international commercial arbitration, conflict of laws), international business law (e.g., GATT & WTO, EU law or drafting and negotiating contracts in the transnational context), regulation of business (e.g., capital market and securities regulation, antitrust/competition and consumer protection law) and comparative business law (e.g., comparative national

company, bankruptcy and secured transaction laws). Additionally, the program constantly strives to offer courses that deal with contemporary global, regional and local challenges, like reform of various areas of law, from secured transactions laws in Central and Eastern Europe, China and Africa (e.g., Ethiopia, Malawi, Sierra Leone). Most courses are of comparative nature typically juxtaposing the laws of leading common law and civilian legal systems with those of emerging markets.

For an international student our unprecedentedly diverse student body as well as faculty is a key advantage. Given the high faculty-student ratio and the interactive teaching method, this diverse student body is the key also to learning from each other and understanding that there is more than one way of approaching any legal issue.

The IBL Program is especially proud of the prominent careers of its graduates. The alumni of the IBL Program can now be found not just in offices of leading international and local law firms, as in-house counsels of international corporations, but as well in the positions of university teachers, governmental officials, experts of regulatory bodies or even in the non-profit sector.

Entry Requirements for the IBL LL.M. Program:

In addition to meeting the General CEU Admissions Requirements, applicants to the IBL LL.M. Program must also fulfill the Program-specific admission requirements (<u>http://legal.ceu.edu/admissions</u>).

Master of Laws in International Business Law

Credit requirements

Students studying for an LL.M. degree in International Business Law shall obtain 24 Legal Studies course credits and shall write a short thesis; or they shall obtain 21 credits and write a long thesis.

The course credits shall be obtained according to the following rules:

Mandatory courses

Computer-based Legal Research/ S.J.D. candidates (Pre-session, 0 credit) Anglo-American Legal Concepts / Jessica Lawrence (Pre-session, 0 credit) Regulatory Environment of Business / Tibor Tajti (Pre-session, 0 credit) EU Law I / Petra Bard (Fall term, 0 credit) Thesis Writing Course / CAW Instructor (Fall-Winter terms, 0 credit)

Mandatory-elective courses (1 credit shall be obtained out of 2)

Environmental Law and Regulations Jessica Lawrence (Fall term, 1 credit) International Economic Policy and Migration / Jessica Lawrence (Winter term, 1 credit)

NOTE: As it can be seen above, for the mandatory courses (not including mandatory-elective courses), IBL LL.M. students do not receive any credits at the end of the academic year. Consequently, IBL LL.M. students need to take 24 course credits (including mandatory-elective courses) during the academic year if they submit a short thesis, or 21 course credits if they submit a long thesis – in addition to the mandatory courses.

Given the workload and given the thesis will be the very first English language longer piece of writing in case of most students, students are strongly encouraged to opt for writing a short master's thesis.

Master of Laws in Comparative Constitutional Law

Program Chair: Professor Renáta Uitz Contact: <u>uitzren@ceu.edu</u>; 1-327-3201 Office: Nádor 11 building / Room 501

Program level: Graduate (Master's)

Degree awarded: LL.M. **Program registration:** The Program was established in 1992. Program approved and registered by the New York State Education Department in 1994.

Program length: 10 months

Credits: 24 Legal Studies credits

ECTS credits: 55.92

Program URL: <u>http://legal.ceu.edu/master-laws-comparative-constitutional-law-program</u> E-learning site: <u>http://ceulearning.ceu.edu</u>

Program level learning outcomes:

- Ability to benefit from a substantial knowledge of constitutional law in major jurisdictions via a comparative perspective
- Ability to benefit from a substantial knowledge of the protection and enforcement of constitutional rights and human rights in major jurisdictions
- Ability to conduct research on a wide range of constitutional problems in different constitutional regimes across a changing constitutional and political landscape
- Ability to analyze constitutional problems in light of their historical context, from a comparative and interdisciplinary perspective
- Ability to analyze and critically assess constitutional problems in their regional, international and global context
- Ability to provide policy-relevant solutions to constitutional problems as an individual researcher and as a member of an international team

The Comparative Constitutional Law Program at CEU Legal Studies was established in 1992, and remains the only LLM program of its kind in the world. Over the years the Program had students from Central and Eastern Europe, the Balkans, North America. More recently we have been also having an increase in the number of students from sub-Saharan Africa, South East Asia and the Americas.

Constitutional problems at the time of transition to democracy and constitutional design have been explored in the program ever since its foundation. The shift in the curriculum towards issues concerning the development and strengthening of good government in a globalized world reflects our commitment to the broader international context in which contemporary constitutional systems operate. The core curriculum centers on fundamental issues in comparative government and constitutional rights protection in leading and emerging democracies around the world. Since its establishment the curriculum of the program has examined the legal traditions of both civil law (continental) and common law systems.

As all programs at the Department of Legal Studies, we are committed to research-based teaching. Areas of research and teaching cover subjects in transition to democracy and the rule of law, constitution-making in historical perspective and in on-going processes, comparative constitutional adjudication, civil and political rights in established and emerging democracies, freedom of religion and free speech in a global world, broadcasting law, biomedical law and reproductive rights, enforcement of socio-economic rights, European Union law with emphasis on institutional law and select advanced subjects, constitutional transplants and comparative administrative law.

Our highly qualified and diverse faculty prepares students to engage in comparative and inter-disciplinary analysis of complex constitutional problems. Courses prepare students to explore constitutional issues across legal systems, to engage in critical reading and refine their arguments in oral interactions. Individual research skills are developed and furthered through comparative problem papers and group work. Students are encouraged to lace theoretical insights from the literature with concerns and lessons from practice. Our graduates are thus able to respond to challenging constitutional and fundamental rights problems with advanced analytical skills, offering comparative insight and policy-relevant responses.

Over the years the Comparative Constitutional Law Program has educated many high-ranking civil servants, successful NGO and IGO professionals and academics. We are proud that our academic community is chosen by

many visiting and exchange students predominantly from North America and all parts of Europe. With their diverse background, rich academic and professional experience they contribute greatly to the success of our educational mission.

Entry Requirements for the CCL LL.M. Program:

In addition to meeting the General CEU Admissions, applicants to the Comparative Constitutional Law Program must also fulfill the Program-specific admission requirements (<u>http://legal.ceu.edu/admissions</u>).

Master of Laws in Comparative Constitutional Law

Credit requirements

Students studying for an LL.M. degree in Comparative Constitutional Law shall obtain 24 Legal Studies course credits and write a short thesis, or shall obtain 21 Legal Studies credits and write a long thesis.

The course credits shall be obtained according to the following rules:

Mandatory courses (3 credits)

Introduction to Public International Law / Markus Böckenförde (Pre-session, 0 credit) Introduction to U.S. Constitutional Law / Renáta Uitz (Pre-session, 0 credit) Academic Legal Writing and Research / Sejal Parmar, Oswaldo Ruiz-Chiriboga, Mathias Möschel (Fall term, 0 credit) Constitutions at Work: Comparative Perspectives / Renáta Uitz (Fall term, 2 credits) Comparative Legal Research Skills and Methods / Markus Böckenförde (Fall term, 1 credit)

Mandatory-elective courses (mandatory credits)

Rights-related courses (6 credits must be obtained out of 13)

European Anti-Discrimination Law / Mathias Möschel (Fall, 2 credits)
Human Rights and the Rule of Law in the Council of Europe / Eszter Polgári (Fall term, 2 credits)
Freedom of Expression / András Sajó (Winter term, 2 credits)
Political Rights in Comparative Perspective / Daniel Smilov (Winter term, 1 credit)
Comparative Equality / Michel Rosenfeld (Spring term, 1 credit)
Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Spring term, 2 credits)
Freedom of Religion – Advanced / Cole Durham (Spring term, 1 credit)
Socio-Economic Rights / András Sajó (Spring term, 2 credits)
Government-related courses (5 credits must be obtained out of 10)

French Constitutional Law and Its Influence Abroad / Mathias Möschel (Fall term, 2 credits) German Constitutional Law in Its Historic and Political Context / Markus Böckenförde (Fall term, 2 credits)

Constitution-Building in Africa / Markus Böckenförde, Gedion Hessebon (Fall-Winter terms, 2 credits) Illiberal Democracy / András Sajó (Winter-Spring terms, 2 credits)

Constitutionalism and Rights in South and South East Asia / Arun Thiruvengadam (Spring term, 1 credit) People, Popular Sovereignty and the Constitution of Illiberal Democracy [Intellectual Themes Initiative Workshop] András Sajó (Spring term, 1 credit)

Master of Arts in Human Rights

Program Chair: Professor Károly Bárd **Contact:** <u>bardk@ceu.edu</u>; 1-327-3294 **Office:** Nádor 11 building / Room 502

Program level: Graduate (Master's)

Degree awarded: M.A.
Program registration: The Program was approved and registered by the New York State Education Department in 1998.
Program length: 10 months
Credits: 36 Legal Studies credits
ECTS credits: 83.88
Program URL: http://legal.ceu.edu/master-arts-human-rights
E-learning site: http://ceulearning.ceu.edu

Program level learning outcomes:

- Ability to benefit from a substantial understanding of the institutional and procedural frameworks of human rights enforcement in major jurisdictions
- Ability to benefit from a substantial knowledge of the protection of particular human rights on national and supranational levels
- Appreciate critically the nature, efficacy and theoretical foundations of the international human rights regime
- Ability to generate new ideas and advocacy strategies that provide genuine solutions to complex human rights problems using comparative arguments and interdisciplinary insight
- Ability to analyze human rights issues in a policy-relevant manner
- Ability to envision a human rights based approach to addressing diverse legal, regulatory and policy problems

Since its foundation in 1998 the MA in Human Rights Program remains the first in the region to offer graduate education in international and European human rights law to students from various parts of the world, including Central and Eastern Europe, the former Soviet Union and the Balkans. In recent years the number of students from Africa, the Americas and Asia has increased considerably. The MA in Human Rights Program recruits applicants from all disciplines, who wish to understand the theoretical and policy implications of defending human rights and acquire the skills for successful human rights protection and advocacy.

The interdisciplinary MA in Human Rights degree combines social science, policy-based approach with legal science, thus non-lawyers are given an opportunity to benefit from a curriculum with a legal focus. Teaching is designed to incorporate both theoretical perspectives and concrete empirical analyses of the most important questions in human rights. The program offers practical instruction in the specific legal mechanisms and institutional processes which may be used by national human rights organizations to effectively approach human rights issues that transitional and also established democracies might confront. Courses familiarize students with the key legal concepts and enable them to use basic legal reasoning and comparative arguments. Areas of research and teaching cover – among others – international mechanisms for the protection of human rights, with particular focus on the Council of Europe and the United Nations, freedom of expression and freedom of religion, human rights and criminal justice, political rights, non-discrimination, minority protection, human rights and development politics, human rights in Africa, and the constitutional protection of rights on a basic level. Rigorous and closely monitored coursework provides the tools of analysis, critical reading and writing skills to enable students to make a significant and lasting contribution both to the protection of rights in their home countries and to the enforcement of human rights at large.

The program benefits from a close cooperation with the Open Society Foundations and leading Budapest-based NGOs which offer internship opportunities to selected students.

Entry Requirements for the HR M.A. Program:

In addition to meeting the General CEU Admissions Requirements, applicants to the HR MA program must also fulfill the Program-specific admission requirements (<u>http://legal.ceu.edu/admissions</u>).

Master of Arts in Human Rights Credit requirements

Students studying for an M.A. degree in Human Rights shall obtain 28 Legal Studies course credits and write a thesis of 50–100 pages (a minimum of 17.000 words).

The 28 course credits shall be obtained according to the following rules:

Mandatory courses (7 credits)

Introduction to Human Rights / Sejal Parmar (Pre-session, 1 credit) Introduction to Law and the Basics of Public International Law / Eszter Polgári (Pre-session, 2 credits) Computer-based Legal Research / S.J.D. candidate (Fall Term, 0 credit) Academic Legal Writing and Research / Sejal Parmar, Oswaldo Ruiz-Chiriboga, Mathias Möschel (Fall term, 0 credit) Fundamental Rights in Comparative Perspective / Renáta Uitz, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits) Introduction to Regional Human Rights Systems / Eszter Polgári, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

Mandatory-elective courses (mandatory credits)

Civil and Political Rights (3 credits must be obtained out of 9) Human Rights and Criminal Justice / Károly Bárd (Fall term, 2 credits) Freedom of Expression / András Sajó (Winter term, 2 credits) Political Rights in Comparative Perspective / Daniel Smilov (Winter term, 1 credit) Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Spring term, 2 credits) Freedom of Assembly / Michael Hamilton (Spring term, 1 credit) Freedom of Religion – Advanced / Cole Durham (Spring term, 1 credit) *Rights of the Vulnerable and Minority Groups* (4 credits must be obtained out of 9) The Protection of Children and Victims' Rights in International and Regional Law / Károly Bárd, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits) Mental Disability Law and Advocacy / János Fiala-Butora (Fall term, 1 credit) The Law and Politics of Combating Violence against Women / Mathias Möschel, Andrea Krizsán (Winter term, 2 credits) Critical Race Theory: Race and Law from the United States to Europe / Mathias Möschel, Angéla Kóczé (Spring term, 2 credits) Indigenous Peoples' Rights under International Law / Oswaldo Ruiz-Chiriboga (Spring term, 2 credits) Enforcing Rights & Human Rights Advocacy (3 credits must be obtained out of 10) Human Rights Remedies / Jeremy McBride (Fall term, 1 credit) The UN Human Rights System / Sejal Parmar (Fall term, 2 credits) EU Human Rights Law and Policy / Marie-Pierre Granger (Winter term, 2 credits) International Human Rights Advocacy/ Sejal Parmar (Winter term, 2 credits) Freedom of Expression in Practice / Sejal Parmar (Spring term, 2 credits) Human Rights in Africa with Special Focus on Gender Issues / Victoria Nwogu (Spring term, 1 credit)

Students are advised to consult their thesis supervisor when selecting mandatory-elective courses. Students in the International Justice Specialization and the Clinical Specialization shall see further requirements.

Master of Laws in Human Rights

Program Chair: Professor Károly Bárd **Contact:** <u>bardk@ceu.edu</u>; 1-327-3294 **Office:** Nádor 11 building / Room 502

Program level: Graduate (Master's) Degree awarded: LL.M. Program registration: The Program was approved and registered by the New York State Education Department in 2001 Program length: 10 months Type of degree: CEU Credits: 36 Legal Studies credits ECTS credits: 83.88 Program URL: <u>http://legal.ceu.edu/master-laws-human-rights</u> E-learning site: http://ceulearning.ceu.edu

Program level learning outcomes:

- Ability to benefit from a substantial understanding of the institutional and procedural frameworks of human rights enforcement in major jurisdictions
- Ability to benefit from a substantial knowledge of the protection of particular human rights on national and supranational levels
- Appreciate critically the nature, efficacy and theoretical foundations of the international human rights regime
- Ability to generate new ideas and advocacy strategies that provide genuine solutions to complex human rights problems using comparative arguments and interdisciplinary insight
- Ability to analyze human rights issues in a policy-relevant manner
- Ability to envision a human rights based approach to addressing diverse legal, regulatory and policy problems

Since its foundation the Human Rights Program has been offering quality graduate level education to students from various parts of the world, including Central and Eastern Europe, former Soviet Union and the Balkans. In recent years the number of students from Africa, the Americas and Asia has increased considerably. The LL.M. in Human Rights degree is designed for students holding a law degree. The Program aims at training future legal scholars and practitioners in human rights and also serves the already established professionals who wish to add a human rights perspective to their work.

From its inception the main goal of the Human Rights Program has been to provide theoretical and practical training for future scholars and professionals in human rights, with special emphasis on the legal aspects of human rights protection. While the program is interdisciplinary in nature, it is strongly focused on comparative legal analysis. Teaching is designed to incorporate both theoretical perspectives and concrete empirical analyses of the most important questions in human rights. The program offers practical instruction in the specific legal mechanisms and institutional processes which may be used by national human rights organizations to effectively approach human rights issues that transitional and also established democracies might confront. Rigorous and closely monitored coursework provides the tools of analysis, critical reading and writing necessary to enable students to make a significant and lasting contribution both to the rights protection in their home countries and to the enforcement of human rights at large. Areas of research and teaching cover – among others – constitutional and international mechanisms for the protection of human rights, with particular focus on the Council of Europe and the United Nations, freedom of expression and freedom of religion, human rights and criminal justice, political rights, non-discrimination, minority protection, human rights in Africa, politics and theories of European integration from a human rights perspective.

The program benefits from a close cooperation with the Open Society Foundations and the leading Budapest-based NGOs which offer internship opportunities to selected students.

Entry Requirements for the HR LL.M. Program:

In addition to meeting the General CEU Admissions Requirements, applicants to the HR LLM program must also fulfill the Program-specific admission requirements (<u>http://legal.ceu.edu/admissions</u>).

Master of Laws in Human Rights

Credit requirements

Students studying for an LL.M. degree in Human Rights shall obtain 28 Legal Studies credits and write a thesis of 50–100 pages (a minimum of 17.000 words).

The course 28 credits shall be obtained according to the following rules:

Mandatory courses (7 credits)

Introduction to Human Rights / Sejal Parmar (Pre-session, 1 credit) Introduction to Public International Law / Markus Böckenförde (Pre-session, 1 credit) Legal Terminology and Computer-based Legal Research / S.J.D. candidate (Pre-session, 1 credit) Academic Legal Writing and Research / Sejal Parmar, Oswaldo Ruiz-Chiriboga, Mathias Möschel (Fall term, 0 credit) Fundamental Rights in Comparative Perspective / Renáta Uitz, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits) Introduction to Regional Human Rights Systems / Eszter Polgári, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

Mandatory-elective courses (mandatory credits)

Rights-related courses

Classics (3 credits must be obtained out of 9) a) Human Rights and Criminal Justice / Károly Bárd (Fall term, 2 credits) Freedom of Expression / András Sajó (Winter term, 2 credits) Political Rights in Comparative Perspective / Daniel Smilov (Winter term, 1 credit) Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Spring term, 2 credits) Freedom of Assembly / Michael Hamilton (Spring term, 1 credit) Freedom of Religion – Advanced / Cole Durham (Spring term, 1 credit) b) <u>Contemporary Challenges</u> (2 credits must be obtained out of 8) European Anti-Discrimination Law / Mathias Möschel (Fall term, 2 credits) Law and Bioethics / Judit Sándor (Winter term, 2 credits) Critical Race Theory: Race and Law from the United States to Europe / Mathias Möschel, Angéla Kóczé (Spring term, 2 credits) Europe: Transnational Constitutional Identity / Susanna Mancini (Spring term, 1 credit) Human Rights in Emergency Situations / Mordechai Kremnitzer (Spring term, 1 credit) Government-related courses (2 credits must be obtained out of 5) EU Law I / Petra Bárd (Fall term, 1 credit) Constitution-Building in Africa / Markus Böckenförde, Gedion Hessebon (Fall-Winter terms, 2 credits) Constitutionalism and Rights in South and South East Asia / Arun Thiruvengadam (Spring term, 1 credit) People, Popular Sovereignty and the Constitution of Illiberal Democracy TIntellectual Themes Initiative Workshop 7/ András Sajó (Spring term, 1 credit) Enforcing Rights and Human Rights Advocacy (3 credits must be obtained out of 10) Human Rights Remedies / Jeremy McBride (Fall term, 1 credit) The UN Human Rights System / Sejal Parmar (Fall term, 2 credits) EU Human Rights Law and Policy / Marie-Pierre Granger (Winter term, 2 credits) International Human Rights Advocacy/ Sejal Parmar (Winter term, 2 credits) Freedom of Expression in Practice / Sejal Parmar (Spring term, 2 credits) Human Rights in Africa with Special Focus on Gender Issues / Victoria Nwogu (Spring term, 1 credit)

Students are advised to consult their thesis supervisor when selecting mandatory-elective courses. Students in the International Justice Specialization and the Clinical Specialization shall see further requirements.

International Justice Specialization for Human Rights M.A. students

Credit requirements

Students studying for an M.A. degree in Human Rights with an International Justice Specialization must obtain 28 Legal Studies course credits and must write a thesis of 50-100 pages (a minimum of 17.000 words).

The 28 credits must be obtained according the following rules:

I. Mandatory courses

1. Program-specific mandatory courses (7 credits)

Introduction to Human Rights / Sejal Parmar (Pre-session, 1 credit) Introduction to Law and the Basics of Public International Law / Eszter Polgári (Pre-session, 2 credits) Academic Legal Writing and Research / Sejal Parmar, Oswaldo Ruiz-Chiriboga, Mathias Möschel (Fall term, 0 credit) Computer-based Legal Research / S.J.D. candidate (Fall Term, 0 credit) Fundamental Rights in Comparative Perspective / Renáta Uitz (Fall term, 2 credits)

Introduction to Regional Human Rights Systems / Eszter Polgári, Oswaldo Ruiz-Chiriboga, (Fall term, 2 credits)

2. International Justice Specialization-specific mandatory courses (5 credits)

Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi, András Mink (Fall term, 3 credits) International Criminal Law / Roger O'Keefe (Spring term, 2 credits)

II. Mandatory elective courses

1. International Justice Specialization-specific mandatory elective courses (2 credits must be obtained out of 4) Human Rights and Criminal Justice / Károly Bárd (Fall term, 2 credits) The Protection of Children and Victims' Rights in International and Regional Law / Károly Bárd, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

<u>2. Civil and Political Rights</u> (3 credits must be obtained out of 7)

Freedom of Expression / András Sajó (Winter term, 2 credits) Political Rights in Comparative Perspective / Daniel Smilov (Winter term, 1 credit) Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Spring term, 2 credits) Freedom of Assembly / Michael Hamilton (Spring term, 1 credit) Freedom of Religion – Advanced / Cole Durham (Spring term, 1 credit)

<u>3. Enforcing Rights & Human Rights Advocacy</u> (3 credits must be obtained out of 10)

Human Rights Remedies / Jeremy McBride (Fall term, 1 credit)

The UN Human Rights System / Sejal Parmar (Fall term, 2 credits)

EU Human Rights Law and Policy / Marie-Pierre Granger (Winter term, 2 credits)

International Human Rights Advocacy/ Sejal Parmar (Winter term, 2 credits)

Freedom of Expression in Practice / Sejal Parmar (Spring term, 2 credits)

Human Rights in Africa with Special Focus on Gender Issues / Victoria Nwogu (Spring term, 1 credit)

Students are advised to consult their thesis supervisor when selecting mandatory-elective courses.

International Justice Specialization for Human Rights LL.M. students

Credit requirements

Students studying for an LL.M. degree in Human Rights with an International Justice Specialization must obtain 28 Legal Studies course credits and must write a thesis of 50-100 pages (a minimum of 17.000 words).

The 28 credits must be obtained according the following rules:

I. Mandatory courses:

1. Program-specific mandatory courses (7 credits)

Introduction to Human Rights / Sejal Parmar (Pre-session, 1 credit) Introduction to Public International Law / Markus Böckenförde (Pre-session, 1 credit) Legal Terminology and Computer-based Legal Research / S.J.D. candidate (Pre-session, 1 credit) Academic Legal Writing and Research / Sejal Parmar, Oswaldo Ruiz-Chiriboga, Mathias Möschel (Fall term, 0 credit)

Fundamental Rights in Comparative Perspective / Renáta Uitz, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

Introduction to Regional Human Rights Systems / Eszter Polgári, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

<u>2. International Justice Specialization-specific mandatory courses</u> (5 credits)

Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi, András Mink (Fall term, 3 credits) International Criminal Law / Roger O'Keefe (Spring term, 2 credits)

II. Mandatory-elective courses

1. International Justice Specialization-specific mandatory-elective courses (2 credits must be obtained out of 4)

Human Rights and Criminal Justice / Károly Bárd (Fall term, 2 credits) The Protection of Children and Victims' Rights in International and Regional Law / Károly Bárd, Oswaldo Ruiz-Chiriboga (Fall term, 2 credits)

<u>2. Rights-related courses – Classics</u> (3 credits must be obtained out of 7)

Freedom of Expression / András Sajó (Winter term, 2 credits) Political Rights in Comparative Perspective / Daniel Smilov (Winter term, 1 credit) Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Spring term, 2 credits) Freedom of Assembly / Michael Hamilton (Spring term, 1 credit) Freedom of Religion – Advanced / Cole Durham (Spring term, 1 credit)

<u>3. Enforcing Rights & Human Rights Advocacy</u> (3 credits must be obtained out of 10)

Human Rights Remedies / Jeremy McBride (Fall term, 1 credit)

The UN Human Rights System / Sejal Parmar (Fall term, 2 credits)

EU Human Rights Law and Policy / Marie-Pierre Granger (Winter term, 2 credits)

International Human Rights Advocacy / Sejal Parmar (Winter term, 2 credits)

Freedom of Expression in Practice / Sejal Parmar (Spring term, 2 credits)

Human Rights in Africa with Special Focus on Gender Issues / Victoria Nwogu (Spring term, 1 credit)

Students are advised to consult their thesis supervisor when selecting mandatory-elective courses.

Clinical Specialization for Human Rights and Comparative Constitutional Law students

Credit requirements

Faculty Supervisor: Károly Bárd

The Comparative Constitutional Law and the Human Rights Programs offer their degrees with a clinical specialization. Students participating in the clinical course will work closely with lawyers, providing comparative legal research as required by the progress of the case. Clinical courses are organized around two intensive workshops and require substantive individual research throughout the academic year.

Students participating in the clinical course have to meet the credit requirements of their own Program (for details please see the relevant program requirements). In addition to the clinical course students will be required to take a number of designated courses to earn the 'specialization' degree.

The registration deadline for the clinical course will be announced separately.

The final selection of participants will be made by the Program Chairs (Professors Károly Bárd and Renáta Uitz) on the basis of a "statement of interest" also taking into account the applicants' academic merits (GPA and overall academic performance).

Students participating in the Clinical Specialization shall take

- the Clinical Course (3 credits) and
- an additional 4 mandatory credits assigned by the Faculty Supervisor.

The Faculty Supervisor also retains the right to require certain mandatory-elective courses to be taken by students participating in this Clinical Course.

CCL students participating in the Clinical Specialization may write a short thesis to the Clinical Course. HR students are encouraged to write their thesis on a topic related to the Clinical Course.
Archives and Evidentiary Practices Specialization

Faculty supervisor: István Rév, Iván Székely, András Mink, Csaba Szilágyi

The Vera and Donald Blinken Open Society Archives (<u>www.osaarchivum.org</u>) offers an archival specialization in contemporary archival theory, thinking and practice, and information management, and evidentiary practices in an archives holding documents relating to the recent past (post-WWII).

The aim of the program proposed by Blinken OSA is to provide students with both theoretical grounding and practical skills in working and pursuing research in a contemporary and innovative archival setting. Throughout the program, they will explore a number of relevant topics including the basic historical, legal, political and societal aspects of archives, from recordkeeping through documentary evidence to justice and memory-making; free, open and equal access to archives and information; ethical use of private data; open source solutions and standards, and digital archives; collection development in a permanently changing technological environment; new archival storage and research tools; archival activism; and community and participatory archives. During a series of seminars, hands-on workshops, discussions and practical archival activities, participants will be able to make full use of the unique collections and facilities of Blinken OSA.

Students of the Department of Legal Studies and the Department of History enrolled in the *Archives, Evidence and Human Rights* (AEHR) course offered by Blinken OSA are eligible to sign up. (The other two components of the specialization are: Archival Practice and Advanced Coursework, for 3 credit/30 hours each.) If they do no fill the maximum number of five positions, the Archival Specialization remains open for interested students from other departments as well.

The knowledge and skills acquired during this specialization will open up for them additional avenues of pursuing a career not only in their chosen field but also in archives, libraries, and museums or in the multidisciplinary arena of the digital humanities.

Students participating in the specialization also have to meet the credit requirements of their own Program (for details please see the relevant program requirements).

The registration deadline for the Archives and Evidentiary Practices Specialization will be announced separately.

HOW TO READ THE SCHEDULE

Week 2	Wed 5 Sep
9.00 - 10.50	Legal Terminology Group 3 S.J.D. 5-6 N11/616
11.00 - 12.50	Introduction to Human Rights Sejal Parmar 5-6 MB 203

COURSE DATA IS LISTED AS FOLLOWS (TOP TO BOTTOM):

- 1. Title of course
- 2. Group (if applicable)
- 3. Name of instructor
- Number of class hour (7-8). Please note: The last class hour of a course is marked with an asterisk (13-14*).
- 5. Name of building/room number, eg. FT/309 (Faculty Tower, room 309)

LOCATION OF THE MOST OFTEN USED CLASSROOMS AND UNITS:

Gellner Room & Popper Room	- First floor in the Monument Building (MB)
MB/ 202 classroom	- Second floor in the Monument Building (MB)
MB/ 203 classroom	- Second floor in the Monument Building (MB)
N11/ 615 classroom	- Sixth floor in Nádor St. 11
N11/ 616 classroom	- Sixth floor in Nádor St. 11
Computer Laboratory	
Blue Lab	- Oktober 6 St 7, room 441
Green Lab	- Oktober 6 St 12, room 112
Yellow Lab	- Oktober 6 St 7, room 233
OrangeLab	- Basement in Monument Building (MB)
Library	- Second floor in Nador St. 15
Blinken OSA	- Vera and Donald Blinken Open Society Archives, Arany János St. 32

COURSE OFFERINGS 2018/2019

Masters of Laws in International Business Law (IBL)

PRE-SESSION

Teaching period: September 3-14, 2018

Exams: September 17-18, 2018

Name of the Course	Professor	No. of Hours	No. of Credits	
MA	MANDATORY COURSES			
Anglo-American Legal Concepts	Jessica Lawrence	14	0	
Computer-based Legal Research	S.J.D. candidates	4	0	
Computer Orientation (A, B, Exam)	Eszter Deli	3	0	
Library Orientation	Library Staff	2	0	
Orientation on Academic Honesty	Tibor Tajti	2	0	
Regulatory Environment of Business	Tibor Tajti	14	0	
Thesis Orientation	Tibor Tajti	2	0	

Masters of Laws in International Business Law (IBL)

FALL TERM

Teaching period: September 17 - December 7, 2018

Mid-term exams: October 24-27, 2018

Exams: December 10-14, 2018

Name of the Course	Professor	No. of Hours	No. of Credits
MA	NDATORY COURSES		
EU Law I	Petra Bárd	14	0
Thesis Topic Presentations	Faculty	2	0
Thesis Writing Course ¹	Andrea Kirchknopf, David Ross Ridout (CAW)	(14)	(0)
MANDAT	TORY-ELECTIVE COURSES		
Environmental Law and Regulations	Jessica Lawrence	14	1
E	LECTIVE COURSES		
Comparative Bankruptcy Law ²	Tibor Tajti	14	1
Comparative Law of Sales	Howard Hunter	14	1
Comparative Secured Transactions ³	Tibor Tajti	28	2
European Company Law	Peter Behrens	28	2
European Private International Law – Choice of Law	Markus Petsche	14	1
International Business Transactions	Markus Petsche	28	2
International Commercial Arbitration	Markus Petsche / Davor Babic / Vladimir Pavic	42	3
US Corporations and Partnership Law	Jessica Lawrence	14	1
UNIVERSITY WII	DE COURSES (ELECTIVE COU	RSES)	
Introduction to Text Analysis: From Close Reading to Machine Learning	Jessie Labov / Levente Littvay / Marsha Siefert	28	2
		Total:	16

 $^{^{1}}$ Continued in Winter term

 $^{^2}$ Cross-listed with the MS Finance Program of the Department of Economics and Business

³ The students taking this course are strongly encouraged to take also Professor Tajti's Comparative Bankruptcy Law course

Masters of Laws in International Business Law (IBL) WINTER TERM

Teaching period: January 7 - March 1, 2019 Exams: March 4-8, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
MA	NDATORY COURSES		
Thesis Writing Course	Andrea Kirchknopf, David Ross Ridout (CAW)	14	0
MANDA	FORY-ELECTIVE COURSES		
International Economic Policy and Migration	Jessica Lawrence	14	1
E	LECTIVE COURSES		
Entrepreneurship and Innovation – Clinical course ¹	CEU Innovations Lab & Jessica Lawrence	(14)	(1)
Human Rights and Corporations	Jessica Lawrence	28	2
International Investment Law and Regulation ²	Markus Petsche	42	3
Law for Small and Mid-Scale Start Up Enterprises ³	Tibor Tajti	14	1
Legal Aspects of Corporate Finance ⁴	Tibor Tajti	14	1
William C. Vis International Commercial Arbitration Moot	Markus Petsche	14	1
UNIVERSITY WI	DE COURSES (ELECTIVE COU	JRSES)	
Memory Frames: Visual Analysis of Photography and Film	Oksana Sarkisova / Renáta Uitz	28	2
- ·		Total:	11

 $^{^1}$ Continued in Spring term

² Cross-listed with the MS Finance Program of the Department of Economics and Business

³ Taking this course is a prerequisite for enrolling in the Clinical Course

⁴ Cross-listed with the MS Finance Program of the Department of Economics and Business

Masters of Laws in International Business Law (IBL) SPRING TERM

Teaching period: April 1 - June 7, 2019

Mid-term exams: May 6-10, 2019

Exams: June 11-15, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
E	LECTIVE COURSES		
Capital Markets and Securities Regulation ¹	Tibor Tajti	28	2
Comparative Antitrust Law	Csongor Nagy	14	1
Corporate Governance ²	Charles Whitehead	14	1
Drafting and Negotiating International Contracts	Csongor Nagy	14	1
Entrepreneurship and Innovation – Clinical course	CEU InnovationsLab & Jessica Lawrence	14	1
EU Law II	Jessica Lawrence	14	1
International Civil Litigation	Csongor Nagy	14	1
International and Comparative Intellectual Property Law	Caterina Sganga	28	2
International Tax Law	Clifton Fleming	14	1
Legal Essentials of the Digital Economy	Martin Husovec	14	1
Mediation	Markus Petsche	14	1
Regional Trade Agreements	Jessica Lawrence	14	1
Threats in the Environment of International Business	Markus Petsche	14	1
WTO/GATT Law	Jessica Lawrence	14	1
	•	Total	16

 $^{^1}$ Cross-listed with the MS Finance Program of the Department of Economics and Business. The students taking this course are strongly encouraged to take also the Legal Aspects of Corporate Finance course

 $^{^2}$ Cross-listed with the MS Finance Program of the Department of Economics and Business. Students planning to take this course are strongly encouraged to take also the Legal Aspects of Corporate Finance course

Masters of Laws in Comparative Constitutional Law (CCL) PRE-SESSION

Teaching period: September 3-14, 2018

Exams: September 17-18, 2018

Name of the Course	Professor	No. of Hours	No. of Credits			
MA	MANDATORY COURSES					
Introduction to Public International Law	Markus Böckenförde	14	0			
Introduction to US Constitutional Law	Renáta Uitz	28	0			
Library Orientation	Library Staff	2	0			
Orientation on Academic Honesty	Mathias Möschel	2	0			
Thesis Orientation	Renáta Uitz	2	0			

Masters of Laws in Comparative Constitutional Law (CCL) FALL TERM

Teaching period: September 17 - December 7, 2018

Mid-term exams: October 24-27, 2018

Exams: December 10-14, 2018

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATO	DRY COURSES	•	
Academic Legal Writing and Research (in groups) ¹	Mathias Möschel / Sejal Parmar / Oswaldo Ruiz- Chiriboga	14	0
Comparative Legal Research Skills and Methods	Markus Böckenförde	14	1
Constitutions at Work: Comparative Perspectives	Renáta Uitz	28	2
Thesis Topic Presentations (in groups)	Faculty	2	0
MANDATORY-E	LECTIVE COURSES		
Constitution-Building in Africa ²	Markus Böckenförde / Gedion Hessebon	(28)	(2)
European Anti-Discrimination Law	Mathias Möschel	28	2
French Constitutional Law and Its Influence Abroad	Mathias Möschel	28	2
German Constitutional Law in Its Historic and Political Context	Markus Böckenförde	28	2
Human Rights and the Rule of Law in the Council of Europe ³	Eszter Polgári	28	2
ELECTIV	E COURSES	•	
Bodily Integrity, Personal Autonomy and Private Life ECHR Standards ⁴	Eszter Polgári	(28)	(2)
Clinical Course ⁵	Károly Bárd	-	(3)
EU Law I ⁶	Petra Bárd	14	1
Human Rights and Criminal Justice	Károly Bárd	28	2
Thesis Writing Course ⁷	Robin Bellers (CAW)	(14)	(0)
UNIVERSITY WIDE COU	RSES (ELECTIVE COU	RSES)	
Introduction to Text Analysis: From Close Reading to Machine Learning	Jessie Labov / Levente Littvay/ Marsha Siefert	28	2
	•	Total:	16

¹ Only for selected students, selection criteria will be announced separately

² Continued in Winter Term

³ Pre-requisite for Courts in Dialogue and Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards

⁴ Only for those who take Human Rights and the Rule of Law in the Council of Europe. Continued in Winter Term

⁵ Continued in Winter Term

⁶ Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, EU Human Rights Law and Policy, and EU Law II); non-credited, optional pre-test is offered

⁷ Continued in Winter Term

Masters of Laws in Comparative Constitutional Law (CCL) WINTER TERM

Teaching period: January 7 - March 1, 2019

Exams: March 4-8, 2019

Max. nur	nber of c	redits s	students	may	take:	7

Name of the Course	Professor	No. of Hours	No. of Credits
Ν	IANDATORY-ELECTIVE COURSES	·	
Constitution-Building in Africa	Markus Böckenförde / Gedion Hessebon	28	2
Freedom of Expression	András Sajó	28	2
Illiberal Democracy ¹	András Sajó	(28)	(2)
Political Rights in Comparative Perspective	Daniel Smilov	14	1
	ELECTIVE COURSES		
Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards	Eszter Polgári	28	2
Clinical Course	Károly Bárd	-	3
Courts in Dialogue ²	András Sajó	14	1
EU Criminal Justice ³	Petra Bárd	14	1
EU Human Rights Law and Policy ⁴	Marie-Pierre Granger	28	2
Jean Monnet Module on European Integration ⁵	Uwe Putter	42	3
Thesis Writing course	Robin Bellers (CAW)	14	0
UNIVERS	TY WIDE COURSES (ELECTIVE COU	JRSES)	
Memory Frames: Visual Analysis of Photography and Film	Oksana Sarkisova / Renáta Uitz	28	2
		Total:	19

¹ Continued in Spring Term

² Restricted to 10 students from the CCL and HR programs. Selection is competitive, selection criteria will be announced separately. Prerequisite: Human Rights and the Rule of Law in the Council of Europe

³ Only for those who took EU Law I or passed the pre-test

⁴ Cross-listed with the School of Public Policy. Only for those who took EU Law I or passed the pre-test

⁵ Only for those who took EU Law I or passed the pre-test. Cross-listed from the School of Public Policy

Masters of Laws in Comparative Constitutional Law (CCL) SPRING TERM

Teaching period: April 1 - June 7, 2019

Mid-term exams: May 6-10, 2019

Exams: June 11-15, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
MANDA	TORY-ELECTIVE COURSES		
Comparative Equality	Michel Rosenfeld	14	1
Comparative Freedom of Religion ¹	W. Cole Durham /Brett Scharffs	28	2
Constitutionalism and Rights in South and South East Asia	Arun Thiruvengadam	14	1
Freedom of Religion – Advanced ²	W. Cole Durham	14	1
Illiberal Democracy	András Sajó	28	2
People, Popular Sovereignty and the Constitution of Illiberal Democracy [Intellectual Themes Initiative Workshop]	András Sajó	14	1
Socio-Economic Rights	András Sajó	28	2
Η	ELECTIVE COURSES		
Comparative Federalism: A Critical Perspective	Markus Böckenförde	28	2
Critical Race Theory: Race and Law from the United States to Europe ³	Mathias Möschel/ Angéla Kóczé	28	2
EU Law II4	Jessica Lawrence	14	1
Europe: Transnational Constitutional Identity	Susanna Mancini	14	1
Freedom of Assembly	Michael Hamilton	14	1
Perspectives and Problematic of Human Dignity as a Legal Concept	Matthias Mahlmann	14	1
Theory of Fundamental Rights	Matthias Mahlmann	14	1
		Total:	19

¹ Pre-condition for Freedom of Religion – Advanced

² Only for those who took Comparative Freedom of Religion

³ Cross-listed with the Department of Gender Studies

⁴ Only for those who took EU Law I or passed the pre-test

Master of Arts in Human Rights (HR MA)

PRE-SESSION

Teaching period: September 3-14, 2018

Exams: September 17-18, 2018

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY COU	RSES		
Introduction to Human Rights	Sejal Parmar	14	1
Introduction to Law and the Basics of Public International Law	Eszter Polgári	28	2
Library Orientation	Library Staff	2	0
Orientation on Academic Honesty	Sejal Parmar	2	0
Thesis Orientation	Renáta Uitz	2	0
		Total:	3

Master of Arts in Human Rights (HR MA) FALL TERM

Teaching period: September 17 - December 7, 2018

Mid-term exams: October 24-27, 2018

Exams: December 10-14, 2018

Max. number of credits students may take: 12

Name of the Course	Professor	No. of Hours	No. of Credits
MAND	ATORY COURSES		
Academic Legal Writing and Research (in groups) ¹	Mathias Möschel / Sejal Parmar / Oswaldo Ruiz- Chiriboga	14	0
Computer-based Legal Research	S.J.D. candidate	10	0
Fundamental Rights in Comparative Perspective	Renáta Uitz / Oswaldo Ruiz- Chiriboga	28	2
Introduction to Regional Human Rights Systems	Eszter Polgári / Oswaldo Ruiz-Chiriboga	28	2
Thesis Topic Presentations (in groups)	Faculty	2	0
MANDATOR	Y-ELECTIVE COURSES		
Human Rights and Criminal Justice	Károly Bárd	28	2
Human Rights Remedies	Jeremy McBride	14	1
Mental Disability Law and Advocacy	János Fiala-Butora	14	1
The UN Human Rights System	Sejal Parmar	28	2
The Protection of Children and Victims' Rights in International and Regional Law	Károly Bárd/ Oswaldo Ruiz- Chiriboga	28	2
ELEC	CTIVE COURSES		
Archives, Evidence and Human Rights	Iván Székely, Csaba Szilágyi, András Mink	42	3
Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards ²	Eszter Polgári	(28)	(2)
Clinical Course ³	Károly Bárd	-	(3)
Constitution-Building in Africa ⁴	Markus Böckenförde/ Gedion Hessebon	(28)	(2)
EU Law I ⁵	Petra Bárd	14	1
European Anti-Discrimination Law	Mathias Möschel	28	2
Thesis Writing Course ⁶	Éva Ajkay-Nagy (CAW)	(14)	(0)
	COURSES (ELECTIVE COU	RSES)	
Introduction to Text Analysis: From Close Reading to Machine Learning	Jessie Labov / Levente Littvay/ Marsha Siefert	28	2
	• •	Total:	20

1 Only for selected students, selection criteria will be announced separately

2 Continued in Winter Term

 $[\]ensuremath{\mathfrak{S}}$ Continued in Winter Term

⁴ Continued in Winter Term

⁵ Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, EU Human Rights Law and Policy, and EU Law II); noncredited, optional pre-test is offered

⁶ Continued in Winter Term

Master of Arts in Human Rights (HR MA) WINTER TERM

Teaching period: January 7 - March 1, 2019

Exams: March 4-8, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY-ELECTIVE COURSES			
Freedom of Expression	András Sajó	28	2
International Human Rights Advocacy	Sejal Parmar	28	2
Political Rights in Comparative Perspective	Daniel Smilov	14	1
The Law and Politics of Combating Violence against Women ¹	Mathias Möschel / Andrea Krizsán	28	2
E	LECTIVE COURSES		
Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards	Eszter Polgari	28	2
Clinical Course	Károly Bárd	-	3
Constitution-Building in Africa	Markus Böckenförde / Gedion Hessebon	28	2
Courts in Dialogue ²	András Sajó	14	1
EU Criminal Justice ³	Petra Bárd	14	1
EU Human Rights Law and Policy ⁴	Marie-Pierre Granger	28	2
Human Rights and Corporations	Jessica Lawrence	28	2
Human Rights Internship (at least 3 weeks) ⁵	Eszter Polgári	-	1
Human Rights Protection in the Americas - Advanced Course	Oswaldo Ruiz-Chiriboga	28	2
Illiberal Democracy ⁶	András Sajó	(28)	(2)
International and European Refugee Law and Policy ⁷	Boldizsár Nagy	42	3
Law and Bioethics	Judit Sándor	28	2
Thesis Writing Course	Éva Ajkay-Nagy (CAW)	14	0
UNIVERSITY WII	DE COURSES (ELECTIVE COU	RSES)	
Memory Frames: Visual Analysis of Photography and Film	Oksana Sarkisova / Renáta Uitz	28	2
		Total:	30

¹ Jointly offered with the School of Public Policy

² Restricted to 10 students from the CCL and HR programs. Selection is competitive, selection criteria will be announced separately

³ Only for those who took EU Law I or passed the pre-test

⁴ Cross-listed with the School of Public Policy. Only for those who took EU Law I or passed the pre-test

 $^{5\ {\}rm Restricted}$ to $8\ {\rm students}$

⁶ Continued in Spring Term

⁷ Cross-listed from the Department of International Relations

Master of Arts in Human Rights (HR MA) SPRING TERM

Teaching period: April 1 - June 7, 2019

Mid-term exams: May 6-10, 2019

Exams: June 11-15, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY-ELECTIVE COURSES			
Comparative Freedom of Religion ¹	W. Cole Durham /Brett Scharffs	28	2
Critical Race Theory: Race and Law from the United States to Europe ²	Mathias Möschel/Angéla Kóczé	28	2
Freedom of Assembly	Michael Hamilton	14	1
Freedom of Expression in Practice	Sejal Parmar	28	2
Freedom of Religion – Advanced ³	W. Cole Durham	14	1
Human Rights in Africa with Special Focus on Gender Issues	Victoria Nwogu	14	1
Indigenous Peoples' Rights under International Law	Oswaldo Ruiz-Chiriboga	28	2
I	ELECTIVE COURSES		
EU Law II ⁴	Jessica Lawrence	14	1
Europe: Transnational Constitutional Identity	Susanna Mancini	14	1
Human Rights in Emergency Situations	Mordechai Kremnitzer	14	1
International Criminal Law	Roger O'Keefe	28	2
Perspectives and Problematic of Human Dignity as a Legal Concept	Matthias Mahlmann	14	1
Persuasive Argumentation Exercise (Moot Court) 5	Eszter Polgári	-	1
Socio-Economic Rights	András Sajó	28	2
Theory of Fundamental Rights	Matthias Mahlmann	14	1
	•	Total:	21

¹ Pre-condition for Freedom of Religion – Advanced

² Cross-listed with the Department of Gender Studies

³ Only for those have taken Comparative Freedom of Religion

⁴ Only for those who took EU Law I or passed the pre-test

 $^{5\ \}mathrm{Restricted}$ to 10 students

Master of Laws in Human Rights (HR LLM) PRE-SESSION

Teaching period: September 3-14, 2018

Exams: September 17-18, 2018

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY COURSES			
Introduction to Human Rights	Sejal Parmar	14	1
Introduction to Public International Law	Markus Böckenförde	14	1
Legal Terminology and Computer-based Legal Research	S.J.D. candidate	14	1
Library Orientation	Library Staff	2	0
Orientation on Academic Honesty	Sejal Parmar	2	0
Thesis Orientation	Renáta Uitz	2	0
		Total:	3

Master of Laws in Human Rights (HR LLM) FALL TERM

Teaching period: September 17 - December 7, 2018

Mid-term exams: October 24-27, 2018

Exams: December 10-14, 2018

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY COURSES			
Academic Legal Writing and Research (in groups) ¹	Mathias Möschel / Sejal Parmar / Oswaldo Ruiz-Chiriboga	14	0
Fundamental Rights in Comparative Perspective	Renáta Uitz / Oswaldo Ruiz- Chiriboga	28	2
Introduction to Regional Human Rights Systems	Eszter Polgári / Oswaldo Ruiz- Chiriboga	28	2
Thesis Topic Presentations (in groups)	Faculty	2	0
MAND	ATORY-ELECTIVE COURSES		
Constitution-Building in Africa ²	Markus Böckenförde/ Gedion Hessebon	(28)	(2)
EU Law I ³	Petra Bárd	14	1
European Anti-Discrimination Law	Mathias Möschel	28	2
Human Rights and Criminal Justice	Károly Bárd	28	2
Human Rights Remedies	Jeremy McBride	14	1
The UN Human Rights System	Sejal Parmar	28	2
ELECTIVE COURSES			
Archives, Evidence and Human Rights	Iván Székely, Csaba Szilágyi, András Mink	42	3
Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards ⁴	Eszter Polgári	(28)	(2)
Clinical Course ⁵	Károly Bárd	-	(3)
Mental Disability Law and Advocacy	János Fiala-Butora	14	1
The Protection of Children and Victims' Rights in International and Regional Law	Károly Bárd/ Oswaldo Ruiz- Chiriboga	28	2
Thesis Writing Course ⁶	Andrea Kirchknopf (CAW)	(14)	(0)
UNIVERSITY WIDE COURSES (ELECTIVE COURSES)			
Introduction to Text Analysis: From Close Reading to Machine Learning	Jessie Labov / Levente Littvay/ Marsha Siefert	28	2
0	•	Total:	20

¹ Only for selected students, selection criteria will be announced separately

² Continued in Winter Term

³ Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, EU Human Rights Law and Policy, and EU Law II); non-credited, optional pre-test is offered

 $^{^4}$ Continued in Winter Term

 $^{^5}$ Continued in Winter Term

 $^{^{6}}$ Continued in Winter Term

Master of Laws in Human Rights (HR LLM) WINTER TERM

Teaching period: January 7 - March 1, 2019

Exams: March 4-8, 2019

Max. number of credits students may take: 11

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY	-ELECTIVE COURSES		
Constitution-Building in Africa	Markus Böckenförde / Gedion Hessebon	28	2
EU Human Rights Law and Policy ¹	Marie-Pierre Granger	28	2
Freedom of Expression	András Sajó	28	2
International Human Rights Advocacy	Sejal Parmar	28	2
Law and Bioethics	Judit Sándor	28	2
Political Rights in Comparative Perspective	Daniel Smilov	14	1
ELECT	TVE COURSES		I
Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards	Eszter Polgári	28	2
Clinical Course	Károly Bárd	-	3
Courts in Dialogue ²	András Sajó	14	1
EU Criminal Justice ³	Petra Bárd	14	1
Human Rights and Corporations	Jessica Lawrence	28	2
Human Rights Internship (at least 3 weeks) ⁴	Eszter Polgári	-	1
Human Rights Protection in the Americas – Advanced Course	Oswaldo Ruiz-Chiriboga	28	2
Illiberal Democracy ⁵	András Sajó	(28)	(2)
International and European Refugee Law and Policy ⁶	Boldizsár Nagy	42	3
The Law and Politics of Combating Violence against Women ⁷	Mathias Möschel / Andrea Krizsán	28	2
Thesis Writing Course	Andrea Kirchknopf (CAW)	(14)	(0)
UNIVERSITY WIDE CO	OURSES (ELECTIVE COU	URSES)	
Memory Frames: Visual Analysis of Photography and Film	Oksana Sarkisova / Renáta Uitz	28	2
		Total:	30

3 Only for those who took EU Law I or passed the pre-test

¹ Cross-listed with the School of Public Policy. Only for those who took EU Law I or passed the pre-test

² Restricted to 10 students from the CCL and HR programs. Selection is competitive, selection criteria will be announced separately

⁴ Restricted to 8 students

⁵ Continued in Spring Term

⁶ Cross-listed from the Department of International Relations

⁷ Jointly offered with the School of Public Policy

Master of Laws in Human Rights (HR LLM) SPRING TERM

Teaching period: April 1 - June 7, 2019

Mid-term exams: May 6-10, 2019

Exams: June 11-15, 2019

Name of the Course	Professor	No. of Hours	No. of Credits
MANDATORY-ELECTIVE COURSES			
Comparative Freedom of Religion ¹	W. Cole Durham /Brett Scharffs	28	2
Constitutionalism and Rights in South and South East Asia	Arun Thiruvengadam	14	1
Critical Race Theory: Race and Law from the United States to Europe ²	Mathias Möschel/Angéla Kóczé	28	2
Europe: Transnational Constitutional Identity	Susanna Mancini	14	1
Freedom of Assembly	Michael Hamilton	14	1
Freedom of Expression in Practice	Sejal Parmar	28	2
Freedom of Religion – Advanced ³	W. Cole Durham	14	1
Human Rights in Emergency Situations	Mordechai Kremnitzer	14	1
Human Rights in Africa with Special Focus on Gender Issues	Victoria Nwogu	14	1
People, Popular Sovereignty and the Constitution of Illiberal Democracy [Intellectual Themes Initiative Workshop]	András Sajó	14	1
	ELECTIVE COURSES		
EU Law II ⁴	Jessica Lawrence	14	1
Illiberal Democracy	András Sajó	28	2
Indigenous Peoples' Rights under International Law	Oswaldo Ruiz-Chiriboga	28	2
International Criminal Law	Roger O'Keefe	28	2
Perspectives and Problematic of Human Dignity as a Legal Concept	Matthias Mahlmann	14	1
Persuasive Argumentation Exercise (Moot Court) ⁵	Eszter Polgári	-	1
Socio-Economic Rights	András Sajó	28	2
Theory of Fundamental Rights	Matthias Mahlmann	14	1
	·	Total:	25

¹ Pre-condition for Freedom of Religion – Advanced

² Cross-listed with the Department of Gender Studies

³ Only for those who took Comparative Freedom of Religion

⁴ Only for those who took EU Law I or passed the pre-test

 $[\]boldsymbol{5}$ Restricted to 10 students

COURSE DESCRIPTIONS 2018/2019

(in alphabetical order)

For LL.M. Students in International Business Law

Anglo-American Legal Concepts Jessica Lawrence 14 class hours

The structure, methodology, and some institutions of the Anglo-American legal system differ considerably from those of the civil law traditions of Europe, South America, and parts of Asia. The most important of these differences include the central role of case law, the analysis of cases to determine their holdings, the reach of precedent and of res judicata, the concept of equity, as well as the structure of the American court system and the conduct of trials in the US. Because the CEU International Business Law program covers many substantive law subjects from the US and other common law jurisdictions, it is important to become familiar early with these systems works. The Anglo-American Legal Concepts course explores these issues. The course is very hands-on, giving students the tools they need to work with US law and the law of other common law jurisdictions, and asking them to apply these tools in the context of in-class and homework activities.

Assessment: the course will be graded pass/fail on the basis of class participation (30%) and a final paper in which students will prepare a legal memo for a fictitious client (70%).

Capital Markets and Securities Regulation

Tibor Tajti

28 class hours

The aim of this two-credit course is to provide the students with a solid understanding of the fundamental institutions, problems and solutions connected to the world of capital markets and in particular with the tasks imposed on the regulatory bodies in shaping and enforcing the related regulations in market economies.

Although the basic approach will be comparative, the federal securities regulatory framework of the United States will serve as the benchmark to discuss the fundamental issues of this hybrid, multi-faced and rapidly changing field of law. The American developments will be primarily contrasted with the respective laws of Germany (as a representative of bank-based systems) and the European Union the extent possible. In addition to that – to profit from the unique opportunity that our university is located at the heart of Central Eastern Europe and has a diverse students body predominantly coming from this 'transitory' region and from other emerging markets (e.g., Africa) – and is thus in the unique position to directly follow the development of the fledgling capital markets of the region, whenever possible a special attention will be given to this peculiar part of the world.

Heightened attention will be given also to such pathological phenomena as the collapse of Enron and its repercussion, the Credit Crunch and the ensuing global financial crisis (2008) as well as peculiar examples from some of the students' home countries (in particular pyramid and Ponzi schemes).

The material covered is designed to be of direct use to students planning to work with international law firms, banks and other financial organizations, regulatory agencies, to future academics interested in the field and to judges encountering problems of the sort for the very first time in many of the emerging systems (e.g., pyramid and Ponzi schemes from the United States to the post-socialist countries or the future of securitization after the Credit Crunch and the global financial crisis).

The students taking this course are strongly encouraged to take also the Legal Aspects of Corporate Finance course by Professor Tajti.

Assessment: the final grade is based on 70% on a final exam and 30% for constructive class participation.

Comparative Antitrust Law Csongor István Nagy 14 class hours

Antitrust/Competition law is probably the most globalized field of law, certainly because it uses the same worldlanguage: economics. However, under the surface of superficial unity, competition laws diverge significantly in terms of legal thinking, analytical structure and procedure. The course examines the core concepts and principles of antitrust/competition law from a comparative perspective (EU competition law and US antitrust law). The course examines how the world's two leading antitrust/competition law jurisdictions converge and diverge, and evaluates the two regulatory patterns from this comparative perspective. It gives a comprehensive overview on EU and US antitrust/competition law and policy. It takes an economic and public policy approach, elucidating the keyconcepts of the two leading regimes of the globe. The course aims at providing the students with a broad overview on the economic, legal and policy problems of contemporary competition law and policy and at equipping them with the conceptual tools that are necessary for analyzing competition matters. At the end of the course, participants will be able to identify and analyze the most important legal and economic issues in competition matters. The course is based on the Socratic Method and relies on the active contribution of the participants.

Assessment: the final grade is based on class-participation [30%] and a written final exam [70%] The final examination is a 2 hours open-book in-class exam, with one or two case-study type questions.

Comparative Bankruptcy Law Tibor Tajti

14 class hours

Bankruptcy law is often unduly neglected irrespective of its crucial role in times of economic growth as well as crisis. Its importance was, for example, noted by UNCITRAL solely in the second half of the 1990s (1997 Model Law on Cross-Border Insolvency), though ever since heightened attention has been given to it (2004 – Legislative Guide on Insolvency Law and 2009 Practice Guide on Cross-Border Insolvency Cooperation). Yet it was not without a reason that France and Germany resorted to Chapter 11 on 'reorganizations' of the US Bankruptcy Code as a source of inspiration in their attempt to sharpen the competitive edge of their economies at the beginning of the 21st century. Or that a number of post-socialist countries have already introduced, or are debating the possibility of introducing, bankruptcy of individuals for the very first time. The Credit Crunch starting in 2007 and the consequent global crisis made then many countries take a fresh look at the mandate of this branch of law connected to the "too-big-to fail" problem.

The road map of the course is the following. The introductory part is devoted to such issues as bankruptcy and its alternatives (in particular bailouts), bankruptcy fraud and crimes, collection and other pre-bankruptcy remedies as well as the role of the contempt of court rules in the bankruptcy context. Then, the central building blocks of US bankruptcy law will be scrutinized, including pre-bankruptcy collective insolvency remedies (e.g., debt-pooling, receiverships and assignment for the benefit of creditors) and the relationship of fraudulent transfers and bankruptcy law. This will include the history, features, policy choices and key concepts of US bankruptcy law (e.g., the Butner principle, automatic stay, the trustee's strong arm powers, the concept of fresh start and discharge). Thereafter, the main proceeding-types will be scrutinized; to wit, liquidations (Chapter 7), reorganizations (Chapter 11) and individual bankruptcies (Chapter 13). The course will conclude with the policy choices, problems and solutions inherent to cross-border bankruptcies (UNCITRAL's work, EU law and Chapter 15 of the US Bankruptcy Act) given the increasing importance of these in the 21st century. Whenever the concrete topic allows, US law will be used as the benchmark to be compared to German and the laws of the countries of the students.

Students who want to take the comparative secured transactions course (or are interested in corporate law) are strongly encouraged to take this course as the quality of a secured transactions system is primarily tested in the context of bankruptcy proceedings and the bulk of secured transactions related court cases occur exactly in the context of bankruptcy.

Assessment: the final grade is based 70% on a final exam and 30% for constructive class participation.

Comparative Law of Sales Howard Hunter 14 class hours

This course compares and contrasts the United Nations Convention on the International Sale of Goods (CISG), the Uniform Commercial Code (UCC) from the United States, the common law, and various aspects of the civil law in the treatment of transactions for the sale of goods. There will be occasional references to the UNIDROIT Principles of International Commercial Transactions and to the UK Sale of Goods Act (SOGA), which has been adopted almost verbatim in many member states of the British Commonwealth (e.g., Canada, Australia, New Zealand, Singapore, India) The course is problem oriented, and all the problems are based upon real cases. Students are expected to participate in the discussion of the problems during class sessions. In addition, there are several sections that highlight fundamental differences between the common law and the civil law and the ways in which those differences are handled in the context of the CISG

Assessment: the final grade is based on class attendance and participation 20%, the final exam will include two parts. One is likely to be a hypothetical scenario similar to one or more of the problems discussed in class. You might be asked to decide a case as if you were the judge, or you might be asked to develop the arguments in favor of one party or the other, or you might be asked to do a comprehensive analysis of the various issues as if you were doing a short academic paper. The second part is likely to be a short essay on a topic of interest or conflict. Please pay careful attention to the specific tasks assigned to you in the examination. The examination will account for 80% of the final grade.

Comparative Secured Transactions Tibor Tajti

28 class hours

The course is a comparative survey of leading secured transactions laws (known also as: credit-securing law or personal property security law), one of the *sine qua non* branches of law of developed market economies. Additionally, this branch of law has been in the center of interest on the international scene since the fall of the Berlin Wall and underwent reforms on all continents.

The road map for the course is the following. In the introductory part, the relationship of credits – as one of the cornerstones of market economies – and collateral, the basic policy choices and the economic importance of secured transactions law and terminology will be focused upon. Then, a shift to the building blocks of the Uniform Commercial Code's Article 9 (United States) – as the most influential national law to date – will ensue including the concepts of attachment and perfection (ostensible ownership and public notice), the priority system including purchase-money super-priority, the concept of floating lien as well as the various enforcement avenues. Special focus will be given to the role self-help plays in the life of efficient secured transactions laws, starting from the 'without the breach of peace standard' through the Fair Debt Collection Act (1978).

Article 9 will thereafter be compared to English (representing the most influential yet "compartmentalized" common law system in Europe) and German (representing the non-registration-based yet developed alternative) laws. This will include discussions on the internationally renowned English fixed – floating charge tandem and the German "*kautelarische Sicherheiten*" (i.e., extended and expanded security transfers and retention of title). Adequate attention will also be devoted to the role bankruptcy and consumer protection laws play in secured transactions context.

In the second part of the course the emphasis will be on the peculiarities of various financing techniques and industries that rely on and "live from" secured transactions law (hence the designation 'applied secured transactions'). In particular, title financing (conditional sale, leasing and hire-purchase), receivables financing, floor-plan financing, as well as use of investment property as security, subordination and project finance. In the last part, problems inherent to the conflict of secured transactions systems, international harmonization (i.e., the work of EBRD, UNCITRAL, UNIDROIT, the Washington D.C. based Law and Economics Center and the African O'HADA) and reform of secured transactions laws (e.g., post-1990s Central and Eastern Europe) will be dealt with. It is one of the central aims to make the course useful to both practitioners and for those being more interested about the theoretical aspects of commercial law. Moreover, as the reform of this branch of law has already begun, or is imminent not just in Central and Eastern Europe but in other developing economies as well, the material to be covered should be valuable also for all those being connected with the transitory process in their respective countries.

The students taking this course are strongly encouraged to take also Professor Tajti's Comparative Bankruptcy Law course.

Assessment: the final grade is based on 70% on a final exam and 30% for constructive class participation.

Computer-based Legal Research

S.J.D. Candidates

4 class hours

This course consists of two sessions of presentation combined with on hand practice in computer labs. The aim of the session is to teach students how to conduct a research online, within a reasonable time frame. During this course, the students will learn how to distinguish reliable and authoritative sources of information from the multitude of available online sources and also which are the most relevant official sources of information for their respective fields of legal interest. The class will focus on the most useful online sources in the field of International Business Law such as UNCITRAL, UNIDROIT, ICC, ECJ and more general ones such as Westlaw, Lexis Nexis, HeinOnline, J-Stor, SSRN and others.

Assessment: the CBLR course is a pass/ fail course. Participants must attend the two-combined lab/ class sessions, and participate in all course work/ assignment with a minimum of 50% completion rate. The final grade is based on class attendance and participation (20%); written assignments (30%); and a written final examination (50%). Unsatisfactory written assignments may result in additional assignments.

The final examination is a ninety-minutes $(1\frac{1}{2} \text{ hours})$ take home exam. Course participants will be provided further instructions in the final lab/ class session.

Corporate Governance Charles Whitehead 14 class hours

Corporate governance has time and again been the subject of extensive scrutiny. This course will focus on the U.S. approach to corporate governance, control, and accountability. It will introduce students to the legal rules and principles, as well as some of the eco-nomic factors that affect the conduct of productive enterprise in the United States. A principal focus will be on large, publicly-traded corporations that dominate much of the U.S. business environ-ment – in particular, its control and the potentially conflicting interests that the corporate form must mediate. Topics to be covered include basic fiduciary obligations, shareholder voting rights, the impact of capital structure on corporate governance, and corporate control transactions.

Students planning to take this course are strongly encouraged to take also the Legal Aspects of Corporate Finance course of Professor Tajti.

Assessment: the final grade is based on class-participation (10%) and a written final exam (90%).

Drafting and Negotiating International Contracts Csongor István Nagy

14 class hours

The course offers an introduction into the difficulties legal counsels encounter during contract drafting and negotiation and gives an overview of the legal techniques developed to address them. It presents how legal counsels identify legal and legally relevant business risks and the means they use to tackle them, how to determine the essential terms and gives a systematic analysis of the most important clauses used in international contracts. The course specifically addresses power purchase agreements, project finance, M&A transactions and distribution and agency agreements.

Assessment: the final grade is based on class-participation [30%] and a written final exam [70%]. The final examination is 2.5 hours open-book in-class exam, with one or two case-study type questions.

Environmental Law and Regulations

Jessica Lawrence

14 class hours

It has only been a few decades since environmental protection burst onto the global legal scene in the 1970s. Since that time, an array of institutions and systems have been put in place to monitor, regulate, and enforce environmental norms. This rapid growth is important for business lawyers, as clients need to comply with environmental protection standards, as well as be aware of the business opportunities that environmental rules create. In addition, corporate social responsibility and sustainability are becoming increasingly important priorities for business, as consumers demand green production, and carbon emissions become a matter of international concern. This course will introduce students to the legal and regulatory system of environmental protection, focusing on the intersections between international business law and environmental law. Along the way, it will cover theoretical topics such as the links between environment and economy, the tragedy of the commons, and the 'anthropocene', as well as practical topics such as the limits of national and international jurisdiction, regulatory systems, and institutional processes.

Assessment: the course will be graded on the basis of class participation (20%), homework assignments (30%), and a final paper (50%).

Entrepreneurship and Innovation – Clinical course CEU InnovationsLab, Jessica Lawrence 14 class hours

The LLM Entrepreneurship and Innovation Clinic is a joint initiative of the Department of Legal Studies and the CEU Innovation Labs. It represents a unique opportunity for LLM students to gain practical, real-life experience on how to work with business people and how to become a real contributor to a business's success. As one of the leading start-up incubators in the CEE, the CEU Innovation Labs assists CEU students and alumni in developing their innovative business ideas with the ambition to make a global impact on society. At the Clinic, LLM students become legal advisors to the Lab's new ventures, helping the teams with the real life legal problems they face in building and launching their start-ups. The course offers a blend of theory and practice. The first four sessions are devoted to the foundations of entrepreneurship and entrepreneurial finance, and to the development of soft skills such as, inter alia, interacting with and interviewing a client, translating business questions into legal problems, and structuring and drafting a legal memorandum. In the second part of the Clinic, groups of students are paired with the Lab's start-ups, hold meetings with them under the supervision of experienced attorneys, and are expected

to deliver a final memo that addresses their clients' legal issues and provides legal strategies that effectively contribute to their clients' success. During the last session, teams present their experience and findings in front of their instructors and the entire IBL faculty.

European Company Law Peter Behrens 28 class hours

This course will provide a comprehensive overview of the law of business organizations in Europe. Students will become acquainted with the basic private and commercial law concepts on which the law of business organizations is built. The typology of business organizations will be explained, especially the structural differences between unincorporated (partnerships) and incorporated enterprises (companies). Particular emphasis will be put on the formation of business organizations, the raising of capital, the governance structure, the rights of members, the protection of creditors, the affiliation of companies and the problem of codetermination by labour representatives. The course will be based on a comparative analysis of the company laws of the three most influential legal systems (Germany, France and England) as well as on the various pieces of EU legislation in the field of company law (directives for the harmonization of company laws, regulations for the establishment of supranational "European" companies). Students will also be introduced to the basic concepts of conflict of laws rules (private international law) as applied to companies. In this context, the relevance of the freedom of establishment (Art. 49, 54 TFEU) for cross-border restructurings of companies will be analyzed in light of recent ECJ jurisprudence.

Assessment: the final grade is based on class-participation (15%), assignments (15%) and a written final exam (70%). The final examination will be a 3 hours open-book in-class exam, with 3 different problem sections and a limited number of questions, including a hypothetical case.

EU Law I Petra Bárd

14 class hours

The course consists of fourteen class hours dedicated to providing a thorough and practical introduction for students of CEU's Legal Studies Department to the history of European integration, institutions, the EU's legislative process and certain aspects of substantive law of the European Union. More specifically, upon completion of the course students will have a thorough knowledge of European integration theories, the history of EU law, constitutional aspects of accession to and secession from the EU; horizontal and vertical separation of powers in the EU; the relation between domestic and EU laws; the effect, applicability and justiciability of the latter; the basics of the acquis communautaire; the four freedoms; the single market; the basics of the free movement of goods and competition law; the free movement of persons and equality with a special focus on the employment sector; and the EU's fundamental rights culture. The foundational treaties and the Treaty establishing a European Constitution will be discussed in historical context, while the Lisbon Treaty and the Charter of Fundamental Rights will be addressed in more detail. Students will be introduced to actual cases to exemplify how the EU's judicial mechanism works; how the power of the Court of Justice of the European Union is used to create and interpret the law; and an insight will be given into the practical impacts of its decisions. Pre-test is obligatory for students with an EU law background.

Assessment: the final grade is based on the written take-home assignment [20%], in-class participation [20%; not limited to oral assignments] and a closed-book, in-class final exam [60%]. The final examination is comprised of short and essay questions, and a case study.

EU Law II Jessica Lawrence 14 class hours

EU Law II covers the rules and case-law of the European Union's internal market. The EU's internal market operates on the basis of the 'four freedoms' (free movement of goods, persons, services and capital), supported by the EU's rules regarding state aid, services of general economic interest, and market liberalization. This course introduces students to the EU's internal market law, exploring the rules established by the EU and the boundaries that EU policy sets on the behavior of the Member States.

Assessment: the course will be graded on the basis of class participation (30%) and a 2-hour open-book final exam (70%).

European Private International Law - Choice of Law Markus Petsche

14 class hours

This course deals with European Union (EU) choice of law. Part One of this course discusses general problems of choice of law such as connecting factors, characterization, *renvoi*, mandatory norms, and public policy. Part Two deals with choice of law in matters of contract, focusing on Regulation (EC) No. 593/2008 (Rome I). It notably examines the principle of party autonomy, applicable default rules, the application of mandatory norms, and public policy. Part Three addresses choice of law in tort matters and explores the main principles established in Regulation (EC) No. 864/2007 (Rome II). It analyses the general rule set forth in the Regulation, as well as a number of specific rules applicable to particular categories of tort liability (product liability; unfair competition; environmental damage; etc.).

Assessment: the final grade is based on class participation (20%) and a final examination (80%). The Final examination will consist of a 2-hour open-book classroom exam.

Human Rights and Corporations

Jessica Lawrence

28 class hours

Corporate actors wield enormous power in our contemporary world. As producers, advertisers, sellers, and transporters of goods and services, businesses have important impacts—both positive and negative—on the lives of those who work for them, buy from and sell to them, house them, and live nearby them. Despite (or perhaps because of) their influence, businesses sometimes escape effective regulatory control. Human rights regimes have traditionally focused on the actions of states, positioning the state as both the primary threat to human rights and as the actor responsible for protecting individuals from violations. In the last few decades, however, lawyers and activists have worked to extend the reach of international and regional human rights law into the private sphere, recognizing rights and responsibilities for businesses independent of their state of operation or headquarter. This course explores the relationship between business and human rights law from both a theoretical and practical perspective. It will focus on the linkages between human rights and corporate activities and the attempts that have been made to extend human rights obligations to business, both at the national and international level.

Assessment: the course will be graded on the basis of class participation (25%), a group presentation (25%), and a final paper (50%).

International Business Transactions

Markus Petsche

28 class hours

This course discusses the principal legal issues arising in connection with selected international commercial agreements. Part One introduces the participants to theoretical and practical aspects of the unification of international trade law. Part Two explores international sale of goods transactions, with particular emphasis on the UN Sales Convention (CISG). It examines a variety of issues including the scope of application of the CISG, the parties' obligations, remedies for breach of contract, and exemptions from liability. Part Three deals with selected legal aspects of a number of transactions that are related to the international sale of goods: agency and distribution agreements, contracts for the carriage of goods, and letter of credit transactions.

Assessment: the final grade is based on class participation (20%), a written assignment (30%), and a final examination (50%).

International and Comparative Intellectual Property Law Caterina Sganga

28 class hours

Despite the fundamental role played in international commerce, intellectual property rights (IPRs) remain creatures of national law. Thus, the eligibility, scope and term of protection awarded to patents, trademarks and copyright may vary from country to country, while national courts ensure their enforcement according to the traditional territoriality principle. However, since the end of the 19th century, the rampant market globalization had made impossible for IPRs owners to rely only on national laws. As a reaction, governments were driven to enter into a number of international treaties and conventions, providing minimum standard of IP protection and enforcement to be implemented by each Member State, and recognizing an array of general principles to regulate cross-border IP relations. With the advent of the Internet and other new technologies, the process of standardization of IPRs has dramatically increased its pace, leading to the formation of a new complex subject known as international intellectual property system. This course aims to cover its major topics and problematic issues, offering at the same time a comparative analysis of its national implementations.

The course starts with a general overview on the characteristics of the three main forms of intellectual property (patent, trademark, copyright), highlighting the meaning and effects of the territoriality principle. Next, it couples the analysis of the various international treaties governing the protection and enforcement of patent, copyright and trademark law with a comparative study of national judicial decisions, focusing on areas still characterized by the adoption of non-harmonized solutions (e.g. software, databases, biotechnological inventions, moral rights, divergent terms and requirements of protection etc.). Attention is also devoted to choice of law issues, the enforcement of IPRs on the Internet, and the mechanisms of international dispute settlement. Last, it looks at the particularities of international, regional and national exhaustion, and completes the overview with selected snapshots of unsettled international IP issues.

Assessment: the final grade is based on class-participation (20%), a written assignment (30%), and a written final exam (50%). Students are expected to complete the reading assignments before each session, and to make regular and meaningful contributions to class discussion.

International Civil Litigation Csongor István Nagy

14 class hours

This course offers an introduction into the intricacies of international civil litigation (international procedural aspects of civil litigation between parties in different states) with a focus on Europe and the United States. It examines, first, international jurisdiction of courts (including exorbitant jurisdiction, extraterritorial jurisdiction, choice-of-court clauses, parallel litigation, forum shopping, torpedo claims). Second, it deals with the recognition and enforcement of foreign judgments (including its pre-conditions, the available defenses such as public policy and procedural aspects). The course aims to provide students with a broad overview of the legal problems of cross-border and trans-national litigation and to equip them with a basic conceptual compass in the domain of international civil litigation. At the end of the course, students will be able to identify central legal issues in cross-border disputes involving EU and US partners and to analyze them in the context of global litigation. They will be able to deal with issues of jurisdiction and recognition and enforcement in international civil cases and will be familiar with comparative international procedural concepts, principles and institutions.

Assessment: the final grade is based on class-participation [30%] and a written final exam [70%] The final examination is 2.5 hours open-book in-class exam, with one or two case-study type questions.

International Commercial Arbitration Davor Babic, Vladimir Pavic, Markus Petsche 42 class hours

This course covers the following major topics of international (private) dispute settlement: (1) approaches to dispute resolution (peace and/or justice, patterns of dispute resolution, methods of settling international trade disputes – litigation, arbitration, mediation, conciliation, med-arb, mini-trial, fast-track arbitration); (2) the language problem in international dispute resolution; (3) the standing of arbitration within the legal system (arbitration versus courts and arbitration with the assistance of courts; the sources of relevant norms); (4) the authority of arbitration tribunals (the arbitration agreement as the cornerstone of the arbitration process; arbitrability); (5) the arbitrators (the arbitrators - qualifying and disqualifying circumstances; challenges; appointment and appointing authorities); (6) focal points in the arbitration process (selected elements of procedure before arbitration tribunals; the award; choice of law issues before the arbitrators; arbitration and provisional measures; costs); (7) the effects and confines of arbitral awards (deposit, confirmation, merger into judgment; res iudicata and litispendence; court control over the award, setting aside, recognition and enforcement).

Assessment: the final grade for this course is based on class participation (20%), a written assignment (30%), and a final examination (50%).

International Economic Policy and Migration

Jessica Lawrence

14 class hours

The cross-border movement of goods, people, work, and money is a staple of our globalized world. When it comes to goods, services, and capital, the vast majority of states have been on a path of increasing liberalization, progressively reducing barriers to the flow of the global economy. However, the same cannot be said with respect to the movement of people. The free movement of labor—the so-called 'fourth freedom'—and other types of migration remain subject to strict rules, and are the source of significant political conflict. This course explores the

subject of migration from the perspective of international economic policy. It will introduce students to the basics of migration law, and examine its many linkages with market regulation. The course will address not only formal legal regimes such as the law of the General Agreement on Trade in Services (GATS) and EU free movement law, but also theoretical issues such as the debate over brain drain/brain gain, the political economy of migration management, and the differentiated treatment of 'highly skilled' and 'low skilled' labor migrants.

Assessment: the course will be graded on the basis of class participation (30%) and two short reading response papers (70%).

International Investment Law and Regulation Markus Petsche

42 class hours

This course deals with the law governing foreign investments, with a focus on international investment law. It first discusses domestic promotion and regulation of foreign investments and provides an overview of the principal features of investment contracts. The course then examines the substantive aspects of international investment law and explores the scope and standards (prohibition of unlawful expropriation; fair and equitable treatment; etc.) of the protection of foreign investments. This course also deals with the resolution of international investment disputes, in particular International Center for the Settlement of Investment Disputes (ICSID) arbitration. It addresses the question of the prerequisites for, and obstacles to, arbitral jurisdiction; the procedure and applicable substantive law/s; remedies; and challenge and enforcement of arbitration awards.

Assessment: the final grade is based on class participation (20%), oral group presentations (30%), and a final examination (50%).

International Tax Law Clifton Fleming 14 class hours

This course will introduce students to (1) the workings of a tax on income, (2) the difference between an income tax and a consumption tax, such as a VAT, (3) the internationally accepted principles for allocating taxing jurisdiction over income and consumption among nation states, (4) the double international taxation problem with respect to consumption taxation and income taxation, (5) methods for alleviating international double taxation of consumption and income, (6) the deferral problem, (7) the transfer pricing problem and (8) the effect of bilateral double tax agreements on the preceding topics.

Assessment: the final grade is based on a written final exam.

Introduction to Text Analysis: From Close Reading to Machine Learning (university-wide research method course)

Jessie Labov, Levente Littvay, Marsha Siefert 28 class hours

While this course would be open to students across all units, it would specifically target those who deal with large amounts of written or spoken material (e.g., Environmental Studies and Policy, Gender Studies, History, International Relations, Legal Studies, Medieval Studies, Philosophy, Nationalism Studies, Sociology and Social Anthropology, and the School of Public Policy). Text analysis is a practice which has naturally been a part of every curriculum at CEU, but not examined systematically as a method in and of itself. We will begin with the heuristics of reading and interpreting texts across disciplines, and look at the strategies and languages that have evolved in schools of textual criticism, but then focus specifically on recent methodologies of reading with computational tools. The goal of the course is for each student to find an approach to his or her own discipline and research area which employs a range of strategies for textual analysis, and to understand the scope, value and limitations of those strategies. We will work through the process of corpus construction at all scales (from small collections to big data), discuss issues of data collection and curation, and survey text mining techniques from the most basic (frequency and scaling) to more complex (topic modeling, named entity recognition, and other semantically informed tools). Most importantly, students will be made to reflect on the epistemological gains and losses of applying these methods in their respective disciplines. No prior knowledge of programming or query languages is necessary, but students will gain a basic working knowledge of the R programming environment and how it can be used for textual analysis.

Assessment: the final grade is based on Participation (10%); Corpus construction (45%); Final project (45%)

Law for Small and Mid-Scale Start Up Enterprises Tibor Tajti

14 class hours

As the majority of CEU students comes from emerging markets or from transitory countries where the business culture and thus also the law for various avenues whereby a new business can be started by an individual entrepreneur or a few partners is underdeveloped, the course aims to fill this vacuum by exploring the experiences of developed legal systems with small and mid-scale start up enterprises (SMEs). This is of importance because SMEs are not only genuine motors of economic growth but also panacea for unemployment suffocating especially emerging markets. Admittedly, they play pivotal role in developed economies as well, however, as these market segments survive overshadowed by large business forms (corporations), legal education tends to neglect them in developed systems as well. For example, although franchise has become one of the most popular business forms in much of Central and Eastern Europe, the contract is only cursorily touched upon by some of the present courses offered by our programs. The same could be said also to private equity and venture capital; let alone the options offered by the not-for-profit sector. This course aims to remedy these deficiencies by exploiting the offerings of comparative law. The main blocks covered include: agency and distributorship, business format franchise (contractual and regulatory aspects), unincorporated business forms (sole proprietorships, partnerships, closed corporations), the idiosyncrasies of not-for profit law and its exploitability for doing business, venture capital and private equity.

Taking this course is a prerequisite for enrolling the Clinical Course.

Assessment: the final grade is based on 70% on a final exam and 30% for constructive class participation.

Legal Aspects of Corporate Finance Tibor Tajti

14 class hours

The recent global financial crisis has clearly highlighted the fundamental role financing plays in the life of businesses in developed and emerging economies alike. It is also commonly known that the leading economies of our times are the systems with the largest corporate sectors and hence it is justified to conclude that a strong corporate sector is the token of the strength of the economy. Yet strong corporate sectors cannot develop, or even exist, without readily exploitable avenues to capital and a legal environment that is friendly to the needs and expectations of both, the providers and users of capital.

The course will focus on the many roles law is entrusted with in respect of these aims and goals from a comparative perspective starting from the repercussions of the differences in the legal capital rules (common law v. civilian systems), payment of dividends, stock redemptions, basic features of and key concerns connected to common *versus* preferred shares as well as convertible bonds, hedging risks (derivatives), shareholder agreements, as well as insight into the law of mergers & acquisitions and takeovers.

Albeit the problems faced by lawyers in developed systems may seem to be different than the ones troubling their colleagues from emerging markets, the number of common problems has drastically increased in our globalized world. While developed countries are doing everything to prevent the collapse, or the emergence of anything pathological in the life of corporations or capital markets, emerging markets are still in the process of forging the legal tools that could jump-start their local corporate sectors, what is a challenging task given that in the latter the exact nature of more complex financing methods (e.g., preferential shares or convertible bonds) is still unclear and untested in courts. The resulting legal vacuum is a serious problem not just because unpredictability hinders development but increasingly because the days when one could have safely ignored these types of problems are over. Suffice to mention the peculiar field of takeovers, which has already arrived not just to Western but also to Central and Eastern Europe (e.g., the takeover attempt targeting the Hungarian national oil & gas company "MOL" by its Austrian counterpart "ÖMV" in 2008) and is spreading beyond.

The material covered is complimentary especially with the following courses offered by LEGS IBL: capital markets and securities regulation, comparative secured transactions law, the legal aspects of corporate governance and accounting for lawyers. Students specializing in corporate law and advanced contracts may find the course useful as well.

Assessment: the final grade is based on 70% on a final exam and 30% for constructive class participation.

Legal Essentials of the Digital Economy Martin Husovec

14 class hours

Digital Economy is about 30% of the Standard & Poor's 500 index. The electronic commerce constitutes a huge part of the overall global economic activity. What are the most important legal issues influencing its current shape? Which laws actively steer its design? These questions will be at the heart of this course. Students will learn about

the functioning of the digital economy. In particular, the course will examine the following issues: (1) role of intangible assets, (2) big data, data ownership, and portability, (3) regulation of digital platforms and their responsibility, including algorithmic enforcement, (4) role of personal data and (5) freedom of expression online. Since the European Union and the United States are the two most significant economic zones which often set global legal standards, their legal orders will be used as the main reference points. Each subject will be presented in a comparative perspective, taking into account the accomplishments of international or regional harmonization, the factors influencing the level and intensity of the regulation, and the policy rationale supporting each regulatory option.

Assessment: the final grade is based on class-participation [30%] and a written final exam [70%]. The final examination is an open-book 24hour take-home exam.

Mediation Markus Petsche 14 class hours

This course deals with international business mediation. The first part of this course introduces the participants to basic concepts of negotiation theory. The second (and main) part examines a broad range of legal and practical issues that arise in connection with the various stages of the mediation process: (1) the decision to resort to mediation; (2) the choice of a mediator and of a mediation service provider; (3) the conduct of the mediation proceedings (roles and duties of the mediator; role of the parties; rules governing the proceedings; etc.); and (4) the drafting, implementation and enforcement of the mediation settlement agreement. The third part of this course focuses on the specific problems that arise from the combined use of mediation and arbitration.

Assessment: the final grade is based on class participation (20%) and a final examination (80%).

Memory Frames: Visual Analysis of Photography and Film (university-wide research method course) Oksana Sarkisova, Renáta Uitz

28 class hours

This is the first CEU university-wide course on methods of visual research which surveys interdisciplinary approaches to film and photography in humanities and social sciences. Images are means of preserving, showcasing, relocating and erasing memories of past events. As such visual sources are a true treasure trove for research in the social sciences and humanities. With the development of information technology classics and long-forgotten films and photographs become available to new audiences. Technological advances facilitate the exponential creation and constant reinterpretation of visual data. The course raises students' methodological awareness by addressing epistemological, ethical, and political questions associated with the production and circulation of images. It approaches film and photography not just as aesthetic practices that lay claim to reality, but also as intellectual discourses that reflect cultural and social ideas, and challenge existing discourses and conventions. Students are invited to explore medium-specificity and the social context of image production, exhibition, and circulation, emphasizing social and historical conditioning of seeing. The two credit-course engages CEU and external faculty to discuss topics such as the relationship of image with the notion of objectivity, the social conditioning of interpretative frameworks, the appropriation and redefinition of visual imagery in different contexts. The course is also an elective core course for the Advanced Certificate in Visual Theory and Practice and aims to advance students' proficiency with new methodologies.

Assessment: the final grade is based on class participation [10%], in-class group exercises [15 %], midterm paper [25%] and final paper: 50%

Regional Trade Agreements Jessica Lawrence

14 class hours

This course examines the important phenomenon of regional trade agreements (RTAs): reciprocal trade agreements (covering goods, services, and other issues) between two or more partners. There are currently more than 250 RTAs in force globally, encompassing nearly all members of the WTO. These RTAs represent both an important part of the landscape regulating international economic relations, as well as a significant challenge to the multilateral system established under the WTO umbrella. This course will investigate not only the various legal regimes established by these RTAs, but also the theoretical and practical issues that they raise, including the value of pluralism in international economic law, the impact of RTAs on the bargaining power of small states, and the relationship between economic and political integration.

Assessment: the course will be graded on the basis of class participation (20%), an RTA assignment in which students will research an RTA of their choice (30%), and a 2-hour open-book final exam (50%).

Regulatory Environment of Business Tibor Tajti

14 class hours

Today, in the age of the regulatory state, no area of business law escapes encounter with some form of regulation. As a consequence, law firms and other employers increasingly look for experts in the regulation of some specific niche of the economy (e.g., finance, telecommunications). Besides domestic laws, however, more and more laws created on the international level affect the life of businesses as well. The course aims to take a look at both perspectives, among others, to provide them with a toolbox of knowledge necessary for in-depth study of specific regulatory courses offered during the academic year (e.g., consumer protection law, labor law, anti-trust [competition] law, or capital market and securities regulation). After starting with the general theory of regulations (including the constitutional and regulatory law interface), banking, labor and debt collection laws will be taken a look at as developed forms of regulatory laws. The course will conclude with a look at some concrete examples whereby public international (e.g., embargos) and human rights law impacts businesses.

Assessment: the final grade is based on final exam (70%) and constructive class participation (30%).

Thesis Writing Course Andrea Kirchknopf, David Ross Ridout (CAW) 14 class hours

The MA/LLM thesis is the most important piece of writing in your studies at CEU. It is a test of your ability to carry out research and to write it up in a coherent form. The aim of this course, taught by the Center for Academic Writing, is to guide you through the stages of writing your thesis, focusing on the conventions and process of this type of writing. The course will help you to:

- understand the thesis writing process and develop a timetable for your writing
- become familiar with the structural conventions of thesis writing, particularly the introductory and concluding chapters
- use sources appropriately to support your arguments
- improve your editing skills
- receive individual feedback on your writing

Threats in the Environment of International Business Markus Petsche

14 class hours

This course discusses the principal legal issues raised in connection with occurrences that disturb, disrupt or threaten the conduct of international business transactions ("threats"). It examines five types of such threats: (1) wars and similar disturbances; (2) currency and price fluctuations; (3) economic sanctions; (4) regulatory threats; and (5) corruption and bribery. For each of these categories of threats, this course analyzes their specific impact on international business transactions, legal remedies, and contractual tools to either avoid or solve the problems concerned.

Assessment: the final grade is based on class participation (20%) and a final examination (80%).

US Corporations and Partnership Law

Jessica Lawrence

14 class hours

US Corporations & Partnerships offers an introduction to the basic features of US business law. It explores corporations and other forms of business organization in the US from both a theoretical and practical perspective. On the theoretical side, the course will devote time to such topics as the historical development of the corporation, debates about the theory of the firm, the separation of management and ownership, the reach of corporate personhood, and shareholder versus stakeholder primacy. On the practical side, the course will delve into the nuts and bolts of how to choose a US business form for a client, how corporations are managed and financed, how state and federal rules govern business entities in the United States, and how shareholder derivative actions work. The course will pay particular attention to the notion of fiduciary responsibility, a key concept for business lawyers, explaining the content and limits of the duties of loyalty and care and their limitation by the business judgment rule in various business contexts.

Assessment: the course will be graded on the basis of class participation (30%) and a 2-hour open-book final exam (70%).

Willem C. Vis International Commercial Arbitration Moot Markus Petsche

14 class hours

The Willem C. Vis International Arbitration Moot is a student competition involving a fictitious (but very realistic) dispute involving a contract governed by the UN Sales Convention (CISG) and resolved through arbitration. For more details on this event, please visit: <u>https://vismoot.pace.edu</u>. CEU typically selects four students to participate in this competition. The principal tasks of the participants are the preparation of two memoranda (one for the Claimant and one for the Respondent) and oral argument in Vienna in March/April. CEU is likely to participate in one or several pre-moots. Participating students earn one credit. This is a Pass/Fail course.

WTO/GATT Law

Jessica Lawrence

14 class hours

WTO/GATT Law offers an introduction to the law of the World Trade Organization (WTO). Nearly all countries in the world are bound by the rules of the global trading system, which require that states do not discriminate against products and services from other countries, that they maintain agreed levels of tariffs and other protections, and that they act in a fair and transparent manner with respect to their trading partners. In addition, WTO law has important effects on other areas of interest for international business lawyers, forming the baseline from which Regional Trade Agreements (RTAs) are negotiated and producing important consequences for national and international policy-making. This course will introduce students to the institutional structure of the WTO, the basic WTO/GATT rules and principles that govern national trade policies, and the procedure and effects of dispute settlement at the WTO. Topics covered will include the prohibition of quantitative restrictions, most favored nation (MFN) and national treatment rules, and the permitted derogations from these principles (for example, the exception for RTAs). The course will also touch on the basic economic principles underlying the rules of the trade system and consider the extent to which these rules can and should accommodate non-trade issues such as environmental and human rights protections.

Assessment: the course will be graded on the basis of class participation (30%) and a 2-hour open-book final exam (70%).

For LL.M. Students in Comparative Constitutional Law and Human Rights, and for M.A. Students in Human Rights

Academic Legal Writing and Research Mathias Möschel, Sejal Parmar, Oswaldo Ruiz-Chiriboga 14 class hours

This course is designed for students who are already familiar with the basics of academic writing but aim to improve their academic legal writing skills. Issues covered include: techniques to avoid plagiarism; critical reading and notetaking; organizing and structuring written work. The course is organized as an interactive seminar and will encourage students to both present samples of their own written work and to critique and edit the work of others. Students will be selected by Faculty on the basis of writing samples handed in during Pre-session.

Archives, Evidence and Human Rights András Mink, Iván Székely, Csaba Szilágyi 42 class hours

The Vera and Donald Blinken Open Society Archives (<u>www.osaarchivum.org</u>), a popular research center of CEU, and one of the most significant Cold War and human rights archives in the world, offers a three-credit interdisciplinary course to the students of the Human Rights Program of the Department of Legal Studies, and to students of the Department of History.

The course includes an introduction to the history and philosophy of preserving recorded memory and gives an overview of the basic functions and types of modern human rights archives. It further aims at analyzing the legal and ethical problems of using human rights documents containing personal data, as well as basic provisions of archival and information law. Case studies illustrate the problems of critically reading, authenticating and evaluating (forensic) archival evidence on mass atrocities, and, specifically, of possibilities and limitations of using them in court environment, the historical, ethical, and legal aspects of making justice for past abuses and the difficulties of making state leaders liable for human rights violations. New methods of creating alternative human rights and historical narratives from diverse archival sources are introduced, along with innovative digital systems of managing and analyzing human rights information. The course also explores practices of memorializing human rights violations and mass atrocities in the archival space.

Besides classes and individual consultations, the course includes workshops during which students have the opportunity to work with original historical documents. All classes and workshops are held in the building of Blinken OSA, located just a few blocks away from CEU's main campus. The course is cross-listed with other CEU departments to attract students with different backgrounds working on topics related to recorded memory, history of human rights movements and violations, historical analysis and representations of oppressive regimes or retroactive justice.

Assessment: the final grade is based on a take-home essay prepared on the students' individual research topic, research in Blinken OSA's archival holdings, consultations with the supervisors, as well as a mid-term presentation and other written and oral contributions to classes. Completing the course is a prerequisite of taking the Archives and Evidentiary Practices Specialization.

Bodily Integrity, Personal Autonomy and Private Life: ECHR Standards Eszter Polgári

28 class hours

The course explores the jurisprudence of the European Court of Human Rights under Articles 2, 3 and 8 of the European Convention on Human Rights. Apart from the substantive aspects of the right to life guaranteed in Article 2 (intentional/unintentional killing or use of firearms, or the 'right to die'), it also covers some of the procedural guarantees developed in the case-law. Classes also touch upon the abolishment of death penalty and the related protocols. From the rich jurisprudence under the Article 3 (prohibition of torture, inhuman or degrading treatment) the course provides an overview of cases related to prison conditions, interrogation techniques, extradition and issues not necessarily associated with ill-treatment. Despite the clear wording of Article 8, the European Court of Human Rights developed an immense and diverse jurisprudence encompassing several aspects of these rights that seemingly go beyond the scope of Article 8 and touch upon more recently surfaced issues, such as environmental protection, secret surveillance, or end of life decisions. The course seeks to offer an overview of the traditional notions and provides examples for accommodating the new challenges by the Court.

Assessment: final evaluation is based on in-class participation and individual oral assignments (10%), group exercises (30%), written assignments (30%) and take-home final paper based on individual research (30%).

Clinical Course Károly Bárd

The Comparative Constitutional Law and the Human Rights Programs offer their degrees with a clinical specialization. Students participating in the clinical course will work closely with lawyers, providing comparative legal research as required by the progress of the case. Clinical courses are organized around two intensive workshops and require substantive individual research throughout the Winter and Spring terms.

Students participating in the clinical course have to meet the credit requirements of their Program (for details please see the relevant program requirements). In addition to the clinical course students will be required to take a number of designated courses to earn the 'specialization' degree.

Comparative Equality Michel Rosenfeld 14 class hours

Equality rights are potentially the most broadly encompassing among fundamental rights. This is because all laws classify. Either a person treated differently may claim an entitlement to being treated the same, or a person treated the same as others may claim that he or she is entitled to different treatment as an equal. Equality rights may be conceived of or protected very differently, depending on whether they are imagined narrowly or broadly, used to protect individuals or groups, or construed as outlawing certain types of discrimination or mandating equal apportionment of benefits and burdens throughout the polity. These issues will be explored in this course. Specifically, we will focus on the contrast between formal and substantive equality. Who is to be deemed equal to whom? One widely held conception of constitutional equality concentrates on attacking particular inequalities through deployment of the antidiscrimination principle. We will cover discrimination based on race, sex or gender, religion, national origin and sexual orientation. We will then address the controversies raised by affirmative action and conclude with the special issues introduced by group-equality claims advanced by certain racial, national, ethnic, and linguistic minorities.

Assessment: the final grade is based and on a final examination. The final examination is a three hours open-book in-class exam, with a hypothetical case(s) and/or essay(s) that must take relevant cases into account on a comparative basis.

Comparative Freedom of Religion W. Cole Durham, Brett Scharffs 28 class hours

The first part of the course will be taught by Professor Durham, and will introduce students to the international norms that provide for the protection of freedom of religion or belief. The course will analyze the key relevant norms in the UN system, under the European Convention, within the OSCE, and within other regional human rights systems. Particular attention will be paid to relevant decisions of the UN Human Rights Committee and the European Court of Human Rights. Issues addressed include the right to engage in religious persuasion and limits on proselytism, the right to registration of religious organizations, religious autonomy rights, and obligations of states to protect citizens from religious persecution.

The second part of the course will focus on comparative constitutional law perspectives on freedom of religion and church-state relationships, and will be held by Professor Scharffs. The course will include illustrative cases and materials from approximately fifteen countries and regions, as well as some international human rights materials. The class will discuss the range of possible church-state structures including the theocratic state, established religions, religious status systems, endorsed religions, preferred sets of religions, cooperation, accommodation, separation, laïcité, secular control regimes, and abolitionist regimes. Then study a comparative framework for conceptualizing church-state relationships will be studies, followed by a discussion on an innovative schematic for conceptualizing the relationship between the degree of religious freedom in a society and the degree of identification between religion and the state. Special attention will also be given to the tensions that arise between religious freedom and other important rights and values, including discrimination against racial minorities, women, indigenous peoples, sexual 1 minorities, and the rights of children. The course will also discuss various approaches to the financial relationships between churches and the state, including direct financial aid to churches, indirect aid, and aid to religiously affiliated social service organizations. As conclusion of the course there will be a discussion of different views about the place of religion in public life, including the appropriate roles and limitations of religion in politics, religious elements in governmental activities, religious influence on law and public policy, and religious symbols on public property.

Assessment: the final grade is based on class-participation [10%] and a written final exam [90%]. The final examination will be a two-hour, open-book, in-class exam, comprised of essay questions. The first half of the exam

will focus on material in the first credit (14 class sessions), and the second half of the exam will focus on material in the second credit (14 class sessions).

Computer-based Legal Research (HR MA) SJD Candidate

10 class hours

The course aims at providing students with skills indispensable for undertaking an independent studying and legal research using databases available at CEU or online free of charge. The course equip students with the basic skills and tricks needed to do successful targeted search in databases such as Westlaw, Lexis-Nexis, Heinonline, J-Stor or Ebsco, and find cases and other official documents on the website of the United Nations and the Council of Europe. The in-class demonstrations are supported with research exercises. In addition, the course teaches students how to distinguish reliable and authoritative sources from information of questionable quality. This class will help to make the students familiar with key legal databases, both free and subscription-based. The course is spread over 5 classes, each of which shall focus on a specific database, used for different jurisdictions.

Students will receive computer-based research tasks to be submitted electronically before the beginning of the following class. These assignments do call for additional research. Access to resources available at CEU is absolutely sufficient to complete these assignments. Research tasks shall be based exclusively on individual work; these are not group exercises.

Assessment: for the completion of the course, all assignments have to be submitted as described in the syllabus. Five (5) satisfactory computer- based research tasks are required for a pass. No separate final exam will follow this course.

Comparative Federalism: A Critical Perspective Markus Böckenförde

28 class hours

As a generic term, 'decentralization' can be understood as the dispersal of governmental authority and power away from the national centre to institutions at other levels of government. In other words, de-centralization contributes to the separation of powers: not horizontally between different branches of government (executive, legislature, and judiciary), but vertically between different levels of government or administration. Decentralization might occur through the transfer of powers in both directions, upwards to an international or regional organization (EU, NAFTA, ECOWAS) and downwards to sub-national levels (local government, departments, regions, states, Länder, etc.). This course predominately focuses on the latter form of decentralization, which organizes the vertical structure of government in the nation state. Next to analysing the different objectives of decentralisation, its configuration, and its core elements as applied in different countries, the course will also pay attention to one specific form of decentralization that stands out in academic debates and in negotiations on state-building in practice: federalism. By approaching the phaenomena of 'federalism' through the eyes of decentralized forms of government, the course aims to add legal clarity to this term and its application in many countries around the globe. Assessment: the final grade is based on class participation (10%), a mid-term written assignment (30%), and a final essay (60%).

Comparative Legal Research Skills and Methods (CCL) Markus Böckenförde

14 class hours

This course aims to refresh basic legal research skills (finding relevant resources; critically evaluating the reliability of identified sources; keeping record and compiling of research findings; applying the findings to the research question) and to introduce aspects of specific relevance for research in the area of comparative constitutional law. In addition, the course wants to acquaint students with different concepts and approaches of case selection in comparative constitutional law. The course is organized as an interactive seminar and will encourage students to present samples of their research findings own written work and to critique and edit the work of others. All the classes require students to read the assigned materials and prepare for class.

Assessment: this course will be marked as pass or fail (i.e. without a % grade). Students will be assessed on oral and written assignments, as well as their general class participation.

Constitution-Building in Africa Markus Böckenförde, Gedion Hessebon 28 class hours

History has seen several waves of constitution-building in the 20th Century with an unparalleled bloom starting in the 1990's after the fall of the Berlin wall. And while experts recently announced the end of this bloom in new constitutions after the Cold War, the world witnesses another wave of constitution-building, this time predominately in Africa. Quite prominent are the current dynamics in the Maghreb as a result of the Arab spring. Less visible, but also very vivid are the processes in Sub-Saharian Africa, recently in Kenya, Zimbabwe, and Ghana, presently in South Sudan, Tanzania and Somalia and prospectively in Botswana, and other countries. The course offers the exciting opportunity to explore the meaning and relevance of (constitutional) law in context. It addresses the subject of constitution building from different angles, all of them related to specific challenges in Africa. Among others it focuses on:

-historical pre-settings and their present relevance in constitution building processes on the continent; -the relevance and the impact of different forms of participation in constitution building processes;

-design options for pertinent challenges in Africa, such as: the executive branch and the phenomena of imperial presidencies / the role of the judiciary / the accommodation and integration of different ethnicities / traditional authorities, cultural values, and constitutionalism;

-African constitutionalism beyond national borders: the role of regional organizations and programs. The course relies on the active participation of students in class as well as in small working groups; it offers unique insights from first hand experiences of the instructors in Ethiopia, Sudan, Southern Sudan, Libya, Tunisia, Somalia, Uganda.

Assessment: the final grade is based on class participation (10%), a mid-term written assignment (30%), and a final essay (60%).

Constitutions at Work: Comparative Perspective Renáta Uitz

28 class hours

This course compares basic notions and institutions of constitutional systems through the lens of constitutionmaking, separation of powers and constitutional adjudication (constitutional review) in Europe, the Americas, Africa and South Asia. Historic and recent instances of constitution-making are discussed in their broader context. The concept of the written constitution will be nuanced by the operation of unwritten constitutional norms, and will be further sharpened by understandings of constitutional change. Questions of horizontal separation of powers and checks and balances, as well as dilemmas of constitutional review in old and new democracies will be explored through the comparative study of cases and secondary literature. Instead of exploring models and constitutional solutions in the abstract, the course invites students to explore the practical impact and outcomes particular constitutional models produce in practice. As an undercurrent, the course will offer an introduction to the methodological challenges of comparative constitutional analysis.

Assessment: the final grade is based on class participation, in-class group projects, several brief written assignments to be submitted during the course and a final comparative research essay.

Critical Race Theory: Race and Law from the United States to Europe Angéla Kóczé, Mathias Möschel

28 class hours

Critical Race Theory emerged in American legal academia at the end of the 1980s as a critique of the limitations both of orthodox liberal civil rights scholarship and of the failure to address race by scholars belonging to *Critical Legal Studies*. Since then, *critical race theorists* have developed a rich body of scholarship and critique. This course will thus explore what hides behind "the ideas and concepts of interest convergence", "intersectionality", "unconscious racism", "white privilege" and "legal storytelling". This will allow at the same time to better understand the developments of legal social theories concerning race issues in the United States from the Civil Rights Act of 1964 to today's "post-racial" articulations after the election of President Obama.

Race, racialization, racism and its humiliation and inferiorization historically produced and contemporarily articulated, yet so often in denial in Europe. The prevailing myth of "European colorblindness" masks Europe as a space which never was "racial". Thus it makes difficult to challenge the narrative within a European theoretical framework that constantly treats race as an external issue that does not need to be theorized. Some scholars name it as a "racial amnesia", which contributes to the erasure of the history of European racism and the history of Europeans of color that makes unspeakable the processes of internal racialization. *Critical Race Theory* can challenge the "European colorblindness" by providing theorizations of the racilization of Roma and the extremely violent

anti-Gypsyism that only recently receives some theorization in academia. This course examines the geneology and applicability of *Critical Race Theory* in Europe, particularly in the case of racialized groups, such as Roma. **Assessment:** the final grade is based on class-participation (10%), a mid-term written assignment (30%) and a written final paper (60%).

Courts in Dialogue András Sajó

14 class hours

International judicial dialogue has grown to become an essential feature of the international human rights regime. The course will explore the advantages and limits of international judicial cooperation through the lens of the European system. The course will allow first hand insight into the operation of the European Court of Human Rights and into judicial decision-making from numerous perspectives (from the bench as well as from the Registry). Organized in Strasbourg, at the seat of the European Court of Human Rights, the course is open to a select group of students.

This course is limited to 10 students selected in a competitive application process.

Pre-requisite in the CCL Program: Human Rights and the Rule of Law in the Council of Europe.

Assessment: the final grade is based on class participation (10%), assignments during the course (30%) and a written final paper (60%).

European Anti-Discrimination Law Mathias Möschel

28 class hours

This course provides an overview of the issues, concepts and case law related to anti-discrimination law in the European context. More specifically, the course will first touch upon the American origins of equality and antidiscrimination law. It will then analyse the developments that took place in the European context by looking at the main European texts and institutions dealing with anti-discrimination law (e.g. European Court of Human Rights, Court of Justice of the European Union, European Committee of Social Rights) and the main concepts that have been developed in that reality, namely direct and indirect discrimination but also harassment, discrimination by association, reasonable accommodation and/or stereotyping. Last but not least, specific issues and cases by European courts related to various grounds of discrimination (race, sex/gender, nationality, sexual orientation, religion, disability, and age) will be analysed and discussed.

Assessment: the final grade is based on class participation (10%), a mid-term written assignment (30%) and a written final 24 hour take home exam (60%).

EU Criminal Justice

Petra Bárd

14 class hours

The course consists of fourteen class hours dedicated to providing a thorough and practical introduction into European Union criminal justice. The course is offered to comparative constitutional law and human rights law students. The course is embedded in the general framework of the balance drawn between human rights and civil liberties on the one hand and public order, public security, crime prevention and prosecution on the other. The course will demonstrate the shift away from national criminal sovereignty and the gradual move towards the intergovernmental method in the area of EU criminal justice. Students will be introduced into the initial steps taken under the headings 'Justice and Home Affairs' and later 'Police and Judicial Cooperation in Criminal Matters', i.e. under the former third pillar of the European Union. Title IV of the Treaty on the Functioning of the European Union currently in force will be addressed in more detail. Relevant parts of the multi-annual programs covering the Area of Freedom, Security and Justice will be singled out. The merits of police cooperation, judicial cooperation, external cooperation in criminal justice (with an emphasis on EU-US counter-terrorism co-operation), mutual recognition (including a discussion on the European Arrest Warrant), the principle of availability (including the Prüm Treaty and implementing legislation) and elements of substantive criminal law will be covered. Leading cases of the Court of Justice of the European Union will highlight the main issues in the development of EU criminal justice.

The course is offered only to those students who passed EU Law I or the pre-test.

Assessment: the final grade is based on a written take-home assignment [20%], in-class participation [20%;] and a closed-book, in-class final exam.

EU Human Rights Law and Policy Marie-Pierre Granger

28 class hours

The European Union's action for the protection and promotion of human rights operates within a complex normative and institutional environment. Despite an original lack of competence in human rights, the EU has nonetheless gradually developed mechanisms for the protection and promotion of human rights by the EU and its member states. Yet, the EU often faces sometimes strong criticism over its handling of human rights matters. This criticism results partially from shortcomings in the EU's human rights protection and promotion frameworks, but also from a misunderstanding of the EU's role, competence and powers in relation to human rights protection in Europe and beyond. It is thus essential, for anyone interested in either EU law or policy-making, or in human rights' protection and promotion, to have a clear understanding of the functioning of the EU human rights framework(s), and applicable standards. After an introduction to the EU framework for the protection of fundamental rights in the EU, including substantive, institutional and procedural dimensions, the course will review and evaluate how the EU protects and promote human rights internally, as well as externally, through the definition and implementation of the common foreign and security policy and development cooperation, and its participation in international human rights fora. Specific issues will be discussed depending on current developments and students' interests.

This course is only available for those students who passed EU Law I or the pre-test.

Assessment: the final grade is based on a take-home assignment. 50% in-class contribution (10% participation, 20% roundtable contribution, 20% case presentation), 50% final seminar paper (2500 words).

EU Law I Petra Bárd 14 class hours

The course consists of fourteen class hours dedicated to providing a thorough and practical introduction for students of CEU's Legal Studies Department to the history of European integration, institutions, the EU's legislative process and certain aspects of substantive law of the European Union. More specifically, upon completion of the course students will have a thorough knowledge of European integration theories, the history of EU law, constitutional aspects of accession to and secession from the EU; horizontal and vertical separation of powers in the EU; the relation between domestic and EU laws; the effect, applicability and justiciability of the latter; the basics of the *acquis communautaire*; the four freedoms; the single market; the basics of the free movement of goods and competition law; the free movement of persons and equality with a special focus on the employment sector; and the EU's fundamental rights culture. The foundational treaties and the Treaty establishing a European Constitution will be discussed in historical context, while the Lisbon Treaty and the Charter of Fundamental Rights will be addressed in more detail. Students will be introduced to actual cases to exemplify how the EU's judicial mechanism works; how the power of the Court of Justice of the European Union is used to create and interpret the law; and an insight will be given into the practical impacts of its decisions. Pre-test is obligatory for students with an EU law background.

Assessment: the final grade is based on the written take-home assignment $\lceil 20\% \rceil$, in-class participation $\lceil 20\% \rangle$; not limited to oral assignments] and a closed-book, in-class final exam [60%]. The final examination is comprised of short and essay questions, and a case study.

EU Law II

Jessica Lawrence

14 class hours

EU Law II covers the rules and case-law of the European Union's internal market. The EU's internal market operates on the basis of the 'four freedoms' (free movement of goods, persons, services and capital), supported by the EU's rules regarding state aid, services of general economic interest, and market liberalization. This course introduces students to the EU's internal market law, exploring the rules established by the EU and the boundaries that EU policy sets on the behavior of the Member States.

Assessment: the course will be graded on the basis of class participation (30%) and a 2-hour open-book final exam (70%).
Europe: Transnational Constitutional Identity Susanna Mancini

14 class hours

The European Union, while not yet a full-fledged federal democracy, has allowed for construction of a transnational constitutional model tailored to the special requirements of constitutionalism in the EU. In particular, fundamental rights are increasingly "Europeanized", thanks to the interaction between the ECJ and the ECtHR, on the one hand, and domestic jurisdictions, on the other. At the same time, however, a new efflorescence of ethnic and religious feelings and separatist aspirations has emerged challenging liberal and cosmopolitan projects of universal democracy, and also exposing the fragility of traditional constitutional democracy.

This course is aimed at exploring the connections between these two parallel and seemingly antithetical contemporary European trends, one of them pointing to convergence while the other fosters divergence. Issues to be addressed include the following:

- Are conceptions of citizenship based on ethnicity, history or geography viable in the European pluralistic and heterogeneous polity?

- What role do religion and secularism play in the European integration process?
- Are gender and sexuality part of the European discourse concerning citizenship?
- Can citizenship be detached from the boundaries of the nation-state and linked directly to commitment to the very ideals of constitutionalism?

Assessment: the final grade is based on the paper (80%) and of participation in class and discussion (20%).

Equality Policy in Comparative Approach Andrea Krizsán, Violetta Zentai

14 class hours

The main aim of this course is to familiarize students with how the abstract political and legal principle of equality is turned into policy and practice. Starting from what equality means as a basic legal principle and right in modern democratic systems, the course will move on to critically analyze the policy visions, policy approaches and policy tools used to put equality into practice. The literature to which the course refers will be interdisciplinary in nature with texts mainly from political science and policy studies but also from political philosophy and law.

The course will look at all grounds of inequality but especially at race and ethnicity, gender, disability and sexual orientation and devote special attention to the intersection between different inequality axes. The course will focus primarily on domestic and international policy practices as those developed in the last five decades but it will also reflect upon recent challenges to equality thinking. Students will be encouraged to bring in the discussion issues and cases from the policy environments with which they are most familiar, and look into how equality policy practices can travel across countries and regions.

Assessment: the final grade is based on class participation 20%, mini group-projects 40 % and a 2500 words final paper 40%.

Freedom of Assembly

Michael Hamilton

14 class hours

State authorities have an obligation to protect and facilitate peaceful assemblies – from temporary encampments and 'occupations' to far-right rallies, from Pride parades to funeral pickets, and from 'Critical Mass' bicycle rides to prayer vigils in public places. This course will examine the ways in which law can protect the right to peacefully assemble, as well as the ways in which assemblies are commonly regulated (often, 'in the shadow of law'). What kinds of assembly are, or ought to be, protected? What kind of regulation is, or might legitimately be, permitted? How should the authorities respond to spontaneous and/or unorganized gatherings, simultaneous demonstrations and counter-protests, or assemblies on private property? Through critical reflection upon recent examples of assembly regulation (including those from countries in which students have a particular interest), the course will explore the values which underlie the protection of this freedom and the practical challenges that arise in its facilitation. Ultimately, the course seeks to provide a thorough grounding in the core standards governing the legal protection of the right to peaceful assembly.

Assessment: the final grade is based on a written assignment (40%), and a final open-book examination (60%) consisting of 2-essay questions from a choice of six. In-class participation may also be taken into account where a student obtains a borderline grade. All the classes require advance reading and preparation.

Freedom of Expression András Sajó 28 class hours

This introductory course provides basic information on freedom of expression from a comparative and international human rights perspective. It is primarily practice oriented although a brief survey of free speech justifications (theory) is provided. It offers a case-law based understanding of censorship and a discussion of standard grounds of restriction of the right (personality rights, security, hate speech, crime etc.) Political speech will be discussed in details. In addition free speech aspects of broadcasting, internet and social media will be covered. The course aims to develop skills to handle free speech claims and to identify forms of censorship.

The final grade is based on class-participation 15%), oral / written assignments (15%) and a written final exam 70%. Unsatisfactory oral and written assignments may result in additional written assignments. NO retake of the final exam.

Assessment: the final grade is based on the final examination is 3 hours closed-book in-class exam, with multiple choice questions, a short essay and a hypothetical case (brief).

Freedom of Expression in Practice

Sejal Parmar

28 class hours

This innovative course consolidates and deploys students' existing academic knowledge of international, constitutional and comparative law on freedom of expression through exercises reflecting the actual practice of international human rights lawyers working for civil society organisations, governments, intergovernmental organisations, companies and in private practice. The course encourages students to hone and apply their research, drafting and presentation skills through a diversity of practical work pieces such as: planning an official fact-finding mission to a state; considering the type and content of intervention required in relation to a hypothetical scenario involving a serious freedom of expression violation; drafting a legal analysis on a piece of draft legislation; and developing arguments for an in-class moot court competition. The course engages with live challenges to the realisation of freedom of expression in the digital age, and involves students considering appropriate responses to such issues as: impunity for killings of journalists; the online harassment of female journalists; the responsibilities of social media platforms for harmful content (such as 'terrorist' or 'extremist' content, disinformation or 'fake news', and 'hate speech'); and surveillance.

Assessment: the final grade is based on: (1) participation in class (10%); (2) two written assignments (such as a written briefing, speech or intervention) (15% each, 30% total); (3) an advocacy statement to be delivered in class (10%); (4) a written legal analysis (25%); (5) participation in a moot court (25%).

Freedom of Religion – Advanced Cole Durham

14 class hours

The course will explore the theoretical grounding for religious autonomy, the comparative range of protections in different legal systems, and its implications in a number of practical areas such as church-property disputes, disputes concerning which branches of a religious community should be registered, the implications of autonomy for the religious employment context, and other relevant topics of interest to participants in the course.

This course is only available for students who passed Comparative Freedom of Religion.

Assessment: the final grade is based on a short paper.

French Constitutional Law and Its Influence Abroad Mathias Möschel 28 class hours

French Constitutional Law is interesting because it differs in many ways from that of other countries (for example, it is neither a parliamentary nor a presidential system, the constitutionality of statutes is reviewed by an institution that is not part of the judiciary, a posteriori judicial review was only introduced in 2008) and because of its rich and original history (the present constitution is the 15th since 1791). The subjects covered by this course include: separation of powers, democracy and unity, judicial review and sources of constitutional law, the hierarchy of norms, relations between the French constitutional system and international/European law, laïcité and gender equality law as well as how the French model of constitutional law has circulated around the world and in particular to other European countries and the former French colonies.

Assessment: the final grade is based on class participation (10%), a mid-term written assignment (20%) and a written final in class exam (70%).

Fundamental Rights in Comparative Perspective Oswaldo Ruiz-Chiriboga, Renáta Uitz 28 class hours

Addressing the special interests of students in the Human Rights Program, the course offers comparative insights into systems of rights protection, among others, in the United States, Colombia, Ecuador, France, Germany, the United Kingdom and South Africa. Mechanisms of rights protection are discussed in their historical context, in light of traditions, experiences of constitution making and with reference to regional and international human rights instruments. The scope of rights protection in these jurisdictions is discussed alongside key procedural issues (judicial review, standing, admissibility) which affect the scope and intensity of rights protection.

Assessment: the final grade is based on class participation, written and oral assignments (including group work), and a final essay.

German Constitutional Law in Its Historic and Political Context

Makrus Böckenförde

28 class hours

Germany is considered as one of the 'usual suspects' that is often included in comparative constitutional law research, be it with regard to the institutional setting, the fundamental laws and/or the jurisprudence of the German Federal Constitutional Court. Comparing constitutions and the relevant case law in a sound and 'thick' manner requires not only to know the constitutional document, its provisions, and the respective judgments, but also to understand the historical context in which they were drafted and the political dynamics in which they have unfolded and operated.

By introducing German Constitutional Law, the course aims to allow students of comparative constitutional law to use the 'example of Germany' in a contextualized manner. The subjects covered by this course include, i.a.: historical context and pre-settings of the Basic Law; identity and change of the German Basic Law over the last almost 70 years; the normative hierarchy within and beyond the Basic Law (incl. international law and EU-law); the system of government and its horizontal separation of powers / checks and balances; vertical separation of power and German federalism; the Federal Constitutional Court; democracy, participation, and elections; the concept of dignity in the German Basic Law; the German concept of secularism; social rights in the Basic Law; gender equality rights; data protection and personality right; the migration of concepts and ideas of the German Basic Law around the globe.

Assessment: the final grade is based on class participation [10%], a mid-term written assignment [30%] and a written final restricted open-book in class exam [60%].

Human Rights and Corporations

Jessica Lawrence

28 class hours

Corporate actors wield enormous power in our contemporary world. As producers, advertisers, sellers, and transporters of goods and services, businesses have important impacts—both positive and negative—on the lives of those who work for them, buy from and sell to them, house them, and live nearby them. Despite (or perhaps because of) their influence, businesses sometimes escape effective regulatory control. Human rights regimes have traditionally focused on the actions of states, positioning the state as both the primary threat to human rights and as the actor responsible for protecting individuals from violations. In the last few decades, however, lawyers and activists have worked to extend the reach of international and regional human rights law into the private sphere, recognizing rights and responsibilities for businesses independent of their state of operation or headquarter. This course explores the relationship between business and human rights law from both a theoretical and practical perspective. It will focus on the linkages between human rights and corporate activities and the attempts that have been made to extend human rights obligations to business, both at the national and international level.

Assessment: the final grade is based on class participation (25%), a group presentation (25%), and a final paper (50%).

Human Rights and Criminal Justice Károly Bárd

28 class hours

The course will deal with both procedural and substantive law aspects of criminal justice and focus on the jurisprudence of the European Court of Human Rights. First the components of the right to a fair trial in criminal cases as well as the fundamental questions of procedural justice will be discussed. The course covers the types of proceedings to which the guarantees of the right to a fair trial apply, i.e. the way the notion of "criminal charge" is

interpreted by the European Human Rights Court and the UN Human Rights Committee. Further, case law on the courts' independence and impartiality, defense rights, issues related to the law of evidence and witness protection are discussed. Following the analysis of the presumption of innocence the course will be devoted to the discussion on limits of prosecuting crimes resulting from the states' duty under the ECHR to respect the right to privacy, family life and freedom of expression. Also the prohibition of retroactive legislation and the limits of trial *in absentia* are to be discussed. The course will extend to the jurisprudence of international human rights control bodies on the right to liberty with focus on pre-trial detention and long prison sentences.

In addition to the in depth analysis of the case law of the European Human Rights Court the relevant jurisprudence related to Articles 9, 14 and 15 of the International Covenant on Civil and Political Rights as well as selected decisions of the US Supreme Court shall also be referred to.

Assessment: the final grade is based on in-class participation (20 %), group exercise (20 %) and a 3500 word paper (60%).

Human Rights and the Rule of Law in the Council of Europe Eszter Polgári

28 classes

This introductory course provides a solid foundation for the forthcoming subjects building upon the jurisprudence of the European Court of Human Rights. Thus, the course focuses on the protection of human rights in the Council of Europe; special attention is devoted to the European Convention on Human Rights (ECHR) and the case-law of the European Court of Human Rights. Classes and readings cover – among others – the structure of the Council of Europe, the different procedures under the European Convention (individual complaint procedure, advisory jurisdiction, and implementation of the judgments), the scope of the rights covered, and the principles and methods of interpretation. Through the case-studies students also gain insight into the protection of selected rights under the European Convention on Human Rights. In addition, the course explores the role of the Council of Europe and in particular the European Court of Human Rights and the Venice Commission in fighting contemporary challenges to rule of law faced in the member states.

Assessment: the final grade is based on 1. written work (45%) [3 written assignments: 15%; mid-term exam: 30%)]; 2. Group work: 45% [2 in-class group exercises: 20%; mini-moot court: 25%]; 3. Class participation (not limited on oral assignments: 10%.

Human Rights Internship (at least 3 weeks) Eszter Polgári

Human Rights students -- both LL.M and MA -- may participate in internship programs with leading Hungarian and international NGOs based in Budapest. The internship is announced in mid-November each year with a list of hosting NGOs and the short description of projects that students may get involved in.

The course is restricted to 8 students and after pre-selection (based on various factors, such as the time of submitting the application, the student's background and thesis topic), the final decision is taken by the hosting organizations. The internship must last for at least three weeks. Students need to submit a final report (singed by their NGO supervisor) on their activities to the Department.

Assessment: the internship is evaluated as Pass / Fail.

Human Rights Protection in the Americas – Advanced Course Oswaldo Ruiz-Chiriboga

28 class hours

This course is designed to provide an in-depth analysis of the doctrine, practice and critiques of the Inter-American Human Rights System (IAS). Over the years, the organs of the IAS have developed important jurisprudence in the area of human rights and have served to stimulate debate and to prompt a progressive change in domestic legislation and state practice, strengthening democratic institutions and the rule of law in the Americas. The course will examine the major instruments for human rights protections in the region. We will also study approaches to litigation and a range of critiques to the IAS, as well as the obstacles and opportunities that civil society, victims, and states encounter when engaging the System.

Assessment: the final grade is based on class-participation (10%), oral and written class assignments [30%], and a written final paper of max. 3000 words [60%].

Human Rights Remedies Jeremy McBride 14 class hours

The course examines issues relating to the provision of remedies where violations of rights and freedoms occur or are apprehended. It begins by looking at a review of the international standards for the provision of remedies for human rights violations. It then examines the various remedies that might be required (ranging from the effect of invalidating legislation and administrative acts, the provision of damages, the use of injunctive and declaratory relief and the use of "alternative" remedies such as the exclusion of evidence). The course also looks at the use of criminal responsibility as a remedy and considers the remedial problems relating to waiver, immunities and impunity. It concludes by assessing the deficiencies in mechanisms for protecting human rights and possible reforms.

Assessment: the final grade is based on 2 hour restricted open-book exam.

Illiberal Democracy András Sajó 28 class hours

Only about half of contemporary democracies are constitutional (liberal) democracies and their number is shrinking. Even stable self-confident democracies shift to illiberalism. What drives these illiberal democracies? (Do they remain democracies just because they have regular, more or less contested elections)?) The illiberalism, i.e. the concentration of power that relies on elections, limits judicial power and abuses the rule of law in the name of the people is relevant to all democracies as no democracy is safe from the dangers of anti-constitutionalist populism. It can happen anywhere (compare and contrast for the U.S.: Sinclair Lewis, It Can't Happen Here, 1936). Beyond the countries of Latin America, East Central Europe, and Turkey where illiberal regimes have been voted into power, we will cover the legal structures of authoritarian regimes like Singapore and Russia which serve in many respect as inspiration for the emerging illiberal regimes.

At this seminar we apply a multidisciplinary approach, putting legal (in particular constitutional) transformation in the center. Specific topics include constitutional amendment, the abuse of judicial reform, control over the media, takings and other restrictions of the free market, electoral tinkering, plebiscite (of Brexit fame), restriction of fundamental and human rights. But beyond the abusive legal innovations the real puzzle remains the people: is democracy sustainable where people change and emotional politics takes over. The demise of constitutionalism occurs in a changing global setting in the midst of migration where illiberal regimes become the key players of global economy. Are there sources of constitutional resilience to save the remaining constitutional regimes?

Assessment: the final grade is based on 15% class participation, 85% essay (15 pages long). Taking the course together with the *People, Popular Sovereignty and the Constitution of Illiberal Democracy* [Intellectual Themes Initiative WORKSHOP] course, the assessment will be joint: 15% class participation and 85% essay of 25 pages for the two courses.

Indigenous Peoples' Rights under International Law Oswaldo Ruiz-Chiriboga

28 class hours

This course introduces students to the increasingly significant field of indigenous peoples' rights at international level. The International Labour Organisation (ILO) adopted in 1989 a major conventional instrument for the recognition and protection of indigenous peoples' rights (ILO Convention No. 169). Despite its relevance, ILO Convention No. 169 faces significant problems both in terms of scope and content. The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) adopted on September 2007 by the UN General Assembly aimed at filling these gaps. The course will study both instruments, as well as the institutions, standards, jurisprudence and theoretical issues which structure indigenous peoples' relationship to international law. The course will address the broad spectrum of issues involved in the field of indigenous peoples' rights, beginning with who qualifies to be "indigenous peoples", the scope of their right to free, prior and informed consultation, their right to use and apply their own legal systems, the international and regional legal frameworks for the protection of their rights and the challenges associated therewith, and the debates surrounding indigenous land rights and property over natural resources. Students will become acquainted with the major debates, authors, and issues in this area of the law, and will have a concrete understanding of how indigenous peoples' rights claims have come to play a leading role in recent developments in international law.

Assessment: the final grade is based on class-participation [10%], oral and written class assignments [30%] and a final two-hour open-book exam [60%].

International Criminal Law Roger O'Keefe 28 class hours

The course focuses on the international rules and institutions pertinent to the legal suppression, at the national and international levels, of international crimes—that is, of crimes defined by customary and conventional international law, among them genocide, crimes against humanity, war crimes, torture, slavery, piracy and the wide range of treaty crimes loosely described as 'terrorist'. Through, *inter alia*, class discussion of real and hypothetical situations, students should emerge from the course with both a practical and reflective understanding of the relevant substantive law and of the workings of international criminal courts and tribunals from the International Criminal Tribunal for the former Yugoslavia and the International Criminal Tribunal for Rwanda to the permanent International Criminal Court.

Assessment: the final grade is based on class participation (10%), essay (20%) and written examination (70%).

International Human Rights Advocacy

Sejal Parmar

28 class hours

This course examines the practice of NGOs working to promote human rights, particularly at the global level. It begins by considering the meaning and ethics of international human rights advocacy, before taking stock of the real and pressing challenges confronting human rights NGOs in today's political environment. The course then focuses on the methodologies and strategies employed by NGOs working to advance human rights. These methods include: gathering evidence through investigations; reporting and communicating the findings, including through social media; campaigning and lobbying; undertaking strategic litigation; and participating in standard-setting exercises. The course also looks at activities which underpin and are essential for effective advocacy, namely measuring its impact and fundraising. Relying on a diversity of sources, this course assesses the nature and value of international human rights advocacy, while offering critical and practical insights into the work of an individual advocate or practitioner.

Assessment: the final grade will be based on: (1) participation in class (10%); (2) an advocacy statement to be delivered in class (15%); (3) a written fundraising proposal (15%); and (4) a research paper focusing on a case-study of human rights advocacy (60%).

International and European Refugee Law and Policy

Boldizsár Nagy 42 class hours

This course explores the legal and policy issues of forced migration. It is practice and policy oriented, enabling the students to meet leading actors of the refugee scene and evaluate the legal developments in broader social frames. The course consists of five major blocks: the first sets the historic, conceptual and philosophical framework. The second reviews international refugee law, to be applied at the universal level. The third thoroughly investigates the European asylum *acquis* and practice from its inception to the EU's ongoing struggles since 2015 to find an adequate response to the complexities involved in the large scale arrival of refugees and others not in need of protection. The fourth block is rather empirical and introduces the actors, first and foremost the refugees and the major players alleviating their plight. It reviews the rolling back of the Hungarian asylum system as a case study. The last unit extends the view: it covers internal displacement and the debates about migration caused by environmental change. **Assessment:** the final grade is based on participation and class activity: 20%, Presentation and individual project: 30 %, Final exam (in class, or essay, depending on the class size): 50%

Introduction to Human Rights Sejal Parmar

14 class hours

This course provides a broad and critical understanding of the field of human rights. It examines essential aspects of human rights including: their historical origins and philosophical foundations; the universalism versus cultural relativism debate; alternative approaches to classifying human rights; the international (or the UN) human rights system and regional frameworks for the protection of human rights; the effects of reservations to and derogations from human rights treaties; and rights of an absolute character and rights which, under certain conditions, may be limited.

Assessment: the final grade is based on class participation (10%); two written assignments (15% each, 30% total); and a final, 2 hour closed-book exam (60%).

Introduction to Law and the Basics of Public International Law Eszter Polgári

28 class hours

This course seeks to ensure that students not holding a law degree are familiar with legal sources and legal vocabulary, helping them to understand the actual meaning of key legal concepts, phrases and terms, many of which they may have encountered previously. In addition to the basics of the precedent system, interpretation and legal reasoning, the course introduces the most important aspects of legal procedure in common and civil law jurisdictions. It familiarizes students with the key concepts of public international law, as well as the international and regional fora of human rights protection. It also has a strong skill-building aspect: it supports students to comfortably use English legal terminology through reading and analyzing cases and writing case-briefs.

Assessment: the course will be marked as Pass / Fail. However, the course is internally graded and students will be assessed on the basis of class participation (10 %), written assignments (20 %), oral assignments (20 %), group exercises (10 %) and a final exam (40 %). The final exam is a 60 (sixty) minutes long closed-book exam with short questions / definitions.

Introduction to Public International Law Markus Böckenförde

14 class hours

The course aims to introduce students to basic concepts of public international law (PIL), its characteristic legal techniques and central doctrinal concerns. It is designed to focus on those aspects of PIL that are of specific relevance for students specializing in Human Rights Law and Comparative Constitutional Law. Seven broad topics are covered over seven two-hour seminars: the nature, efficacy and theoretical basis of public international law; the making of public international law; actors of public international law; relation and interaction between international law and national law; the role of the UN in the promotion and protection of human rights; the role of regional human rights regimes; humanitarian law (the law of armed conflict) and its role in the broader global human rights regime.

All the classes require students to read the assigned materials and prepare for class.

Assessment: this course will be marked as pass or fail (i.e. without a % grade). However, students will be assessed on oral and written assignments, their general class participation, and a written examination (two-hour exam).

Introduction to US Constitutional Law

Renáta Uitz

28 class hours

This introductory course is intended to familiarize students in the Comparative Constitutional Law program with the precedent-based approach to constitutionalism through the experiences of the U.S. constitutional system. The course commences with an overview of structural issues (including federalism, horizontal separation of powers and constitutional adjudication / judicial review). This is then followed by select problems of fundamental rights protection using examples of equal protection (non-discrimination and affirmative action) and individual liberty. Key concepts of constitutional litigation such as justiciability and standing will be addressed alongside questions concerning the judicial role in constitutional cases (activism, deference). Constitutional problems will be discussed in their broader historical and societal contexts. Note that U.S. jurisprudence on other fundamental rights and liberties (such as freedom of expression or religion will be covered in detail in separate courses during the academic year).

Assessment: evaluation is based on in-class participation (not restricted to oral assignments) [10 per cent], written assignments [30 per cent, 10 per cent each], two (2) in-class group exercises [20 per cent, 10 per cent each] and an in-class written final exam [40 per cent].

Introduction to Regional Human Rights Systems Eszter Polgári, Oswaldo Ruiz-Chiriboga

28 classes

This foundational course introduces students to the European and the Inter-American human rights system. It provides an overview of the institutional settings and the competences of the relevant human rights bodies (*i.e.* the European Court of Human Rights and the Inter-American Commission and Court of Human Rights), the available procedures and remedies. Through examples taken from the rich jurisprudence of the respective bodies students will be acquainted with the interpretative techniques applied by the Courts and will be encouraged to critically engage in a comparative analysis bearing in mind the peculiarities of the two systems.

Assessment: the final grade is based on 1. written work (50%) [4 written assignments: 20%; 2 in-class exams: 30%)]; 2. Group work: 40% [2 in-class small group exercises: 10%; 2 larger group projects 30%]; 3. Class participation (not limited on oral assignments: 10%.

Introduction to Text Analysis: From Close Reading to Machine Learning (university-wide research method course)

Jessie Labov, Levente Littvay, Marsha Siefert

28 class hours

While this course would be open to students across all units, it would specifically target those who deal with large amounts of written or spoken material (e.g., Environmental Studies and Policy, Gender Studies, History, International Relations, Legal Studies, Medieval Studies, Philosophy, Nationalism Studies, Sociology and Social Anthropology, and the School of Public Policy). Text analysis is a practice which has naturally been a part of every curriculum at CEU, but not examined systematically as a method in and of itself. We will begin with the heuristics of reading and interpreting texts across disciplines, and look at the strategies and languages that have evolved in schools of textual criticism, but then focus specifically on recent methodologies of reading with computational tools. The goal of the course is for each student to find an approach to his or her own discipline and research area which employs a range of strategies for textual analysis, and to understand the scope, value and limitations of those strategies. We will work through the process of corpus construction at all scales (from small collections to big data), discuss issues of data collection and curation, and survey text mining techniques from the most basic (frequency and scaling) to more complex (topic modeling, named entity recognition, and other semantically informed tools). Most importantly, students will be made to reflect on the epistemological gains and losses of applying these methods in their respective disciplines. No prior knowledge of programming or query languages is necessary, but students will gain a basic working knowledge of the R programming environment and how it can be used for textual analysis.

Assessment: the final grade is based on Participation (10%); Corpus construction (45%); Final project (45%)

Jean Monet Module on European Integration

Uwe Puetter

42 class hours

This course focuses governance and policy-making in the European Union (EU). The course adopts an interdisciplinary approach, with a particular focus on political science, IR and legal studies perspectives. It contains three substantive components covering the EU's institutional framework and key decision-making processes (Institutions), the main theoretical perspectives on European integration and governance (Theories), and an analysis of core fields of EU public policy (Policies). Moreover, a core feature of the course is that it combines seminar sessions with interactive guest lectures which are delivered by prominent scholars in the discipline as well as EU policy-makers. This course is aimed at students who seek to engage in EU-related research and/or would like to work in or with EU institutions in their professional careers with.

The course provides students with an overview of policy-making in the European Union and introduces them to contemporary challenges of European integration.

Assessment: the final grade is based on in-class contribution (20%), presentation (15%), 650-800-word short inseminar paper (15%) and a 3500-word research paper (50%).

Law and Bioethics Judit Sándor 28 class hours

28 class hours

This course addresses both the classical and the latest issues of bioethics and related human rights. Apart from the legal questions related to the end of life (such as euthanasia) and the beginning of life (such as the status of the fetus and embryo), life itself has become a subject of law in a variety of ways. From the rights of children and elderly patients within health care, through people with severe diseases or disabilities seeking access to basic health care, to cutting edge new technologies related to neuro-enhancement, transplantation, stem cell research, AI, or robotics – these issues have all become eminent targets of legislation and regulation, and have emerged in judicial cases. Reproductive rights now have a broad scope from the right to family planning to the right not to be discriminated against in assisted reproduction. In addition, genetic research challenges legal scholars and policymakers to develop various new legal solutions in the fields of genetic testing, screening, DNA identification, gene editing, or patent law. In this complexity of ethical and legal concerns, law needs to have a multidisciplinary focus – and it has become clear that bioethics can provide useful tools for legal interpretations. The course will explore this new domain by discussing some of the most thought-provoking books and articles on bioethics (by Rose, Harris, Laplane, Murphy,

Vincent, among others) and examining relevant court cases from different jurisdictions by using the methods of comparative law and bioethical analysis.

Students are required to participate in the discussion of the legal and theoretical issues implicated in the literature and in the legal cases. Reading assignments and the schedule of the course are enclosed in the detailed syllabus. Course requirements include attendance at lectures and seminars.

Assessment: the final grade is based on active participation in seminar discussion, based on the required readings and seminar presentations (20%); and a written final exam paper (80

Legal Terminology and Computer-based Legal Research (HR LLM) SJD Candidate

14 class hours

The course supplements the other substantive courses taught in the Fall Term (i.e. Introduction to Law, Introduction to the Land and Practice of the European Court of Human Rights, and Introduction to Human Rights. It is primarily a skill-building course: it supports students to comfortably use English legal terminology through reading and analyzing cases from various jurisdictions covered by other subjects. Therefore, the assignments develop skills and abilities to identify and reconstruct legal reasoning, write case-briefs and do presentations on topics that students have been previously unfamiliar with. Each class has reading and writing assignment, with occasional oral assignments. Additionally, the course provides a forum to discuss issues that arise in relation to the readings/in-class discussions of other courses, and students are encouraged to raise questions should they need further clarifications.

Assessment: the final grade is based on in-class participation (25%), written assignment (50%) and individual research exercise and presentation (25%). The course is graded as Pass/Fail; only internally evaluated with letter grades. No separate final exam will follow this course.

Memory Frames: Visual Analysis of Photography and Film (university-wide research method course) Oksana Sarkisova, Renáta Uitz

28 class hours

This is the first CEU university-wide course on methods of visual research which surveys interdisciplinary approaches to film and photography in humanities and social sciences. Images are means of preserving, showcasing, relocating and erasing memories of past events. As such visual sources are a true treasure trove for research in the social sciences and humanities. With the development of information technology classics and long-forgotten films and photographs become available to new audiences. Technological advances facilitate the exponential creation and constant reinterpretation of visual data. The course raises students' methodological awareness by addressing epistemological, ethical, and political questions associated with the production and circulation of images. It approaches film and photography not just as aesthetic practices that lay claim to reality, but also as intellectual discourses that reflect cultural and social ideas, and challenge existing discourses and conventions. Students are invited to explore medium-specificity and the social context of image production, exhibition, and circulation, emphasizing social and historical conditioning of seeing. The two credit-course engages CEU and external faculty to discuss topics such as the relationship of image with the notion of objectivity, the social conditioning of interpretative frameworks, the appropriation and redefinition of visual imagery in different contexts. The course is also an elective core course for the Advanced Certificate in Visual Theory and Practice and aims to advance students' proficiency with new methodologies.

Assessment: the final grade is based on class participation [10%], in-class group exercises [15 %], midterm paper [25%] and final paper: 50%

Mental Disability Law and Advocacy János Fiala-Butora 14 class hours

Drawing on theory covered in other courses at CEU, this course focuses on the human rights of persons with disabilities, and on persons with psychosocial (mental health) intellectual disabilities in particular. The focus of the course is on Europe, but there will be reference to jurisdictions outside Europe. The course provides students with a grounding in international human rights law that applies specifically to persons with disabilities. This module is an applied course, as students are exposed to a range of activism strategies including strategic litigation and advocacy.

Assessment: the final grade is based on 50% for the assignment and 50% for a two-hour examination.

People, Popular Sovereignty and the Constitution of Illiberal Democracy [Intellectual Themes Initiative workshop]

András Sajó

14 class hours

This international workshop deals with the key component of illiberal democracy; namely people. The reference to people is crucial in the language of populism and the majoritarianism of illiberal constitutionalism relies on a constant popular endorsement. What is people in this circumstances? Is people to be held responsible for illiberalism and the resulting hateful emotional politics? Or is people simply a conceptual fallacy? Who are the people in the sociological sense for the purpose of illiberalism? How this is reflected in electoral law and practices?

Attendance of the Illiberal Democracy course is, however, NOT required. The number of students admitted for credit is limited to 20, priority is given to those students who took the Introduction course. SJD students are free to attend for audit.

Students are required to attend and participate at two classes (four class hours) of briefing.

Assessment: the final grade is based on 7-10 pages essay (100%).

Persuasive Argumentation Exercise (Moot Court) Eszter Polgári

The course provides a unique opportunity for students to put their theoretical knowledge into practice and work on a case under the European Convention on Human Rights. Participants are divided into two teams: one writing and arguing for the applicant, and the other defending the government. The course starts with an introductory lecture on how to take a case to the European Court of Human Rights delivered by an NGO lawyer with outstanding track record before the Court.

During the preparation of the submissions students work with external trainers with considerable experience in litigation before the Court. The course ends with a final hearing in front of a panel of three 'judges' consisting of faculty members and/or external experts.

It is a Pass / Fail course and it is restricted to 10 students.

Perspectives and Problematics of Human Dignity as a Legal Concept Matthias Mahlmann

14 class hours

Human dignity has become one of the most influential legal concepts of our time. It is commonly believed that human dignity is at the base of the international human rights culture, sparked by the Universal Declaration of Human Rights. Human dignity is part of the positive legal catalogues of fundamental rights in different constitutional systems. It has been incorporated in supranational and international human rights law by courts, even if the respective system does not contain an explicit reference to it.

Recently, human dignity has been discussed with renewed interest because certain legal problems appear to be solvable only in the light of its commands. Measures of counter-terrorism, torture or bioethical questions are intriguing examples of these problems. On the other hand profound scepticism is formulated as to legal merits of the concept of dignity. For many observers it appears because of its vagueness and opacity as a door opener to irrationality and ideology. It is not a means of the enlightenment, but of the corruption of human rights law.

The course will reconstruct the content of the concept of human dignity in a comparative perspective and assess the merits of its recent fundamental critique.

Assessment: the final grade is based on class-participation (30%) and a written final exam (70%).

Political Rights in Comparative Perspective Daniel Smilov

14 class hours

The course examines the definition and the scope of protection of political rights in a comparative perspective. It explores selected constitutional controversies from the US, Germany, UK, and the ECtHR. Two types of questions are addressed. First, what forms of empowerment of citizens to participate in the governmental process, and to hold governments accountable, are available in different political regimes? Secondly, what types of legitimate restrictions on political rights can a state impose on its citizens and officials?

More specifically, the course deals with some constitutional problems concerning voting and the constitutional and legal requirements on the establishment, registration, membership, and operation of political parties, as well as the rules on party and campaign finance. The interrelation between major institutional and structural features of the regimes (parliamentary-presidential character, strong parties – weak parties) and basic constitutional constraints, as freedom of speech and equal protection, are in the focus of discussion.

Assessment: the final grade is based on in-class participation (20%) and a final written, closed-book exam (80%).

Socio-Economic Rights András Sajó 28 class hours

Social rights are the key legal answer to claims of social justice. The course will present the international and comparative aspects of social rights with special emphasis on the right to health and housing. It will present the differences of the use and structure of human rights in welfare states and developing countries. The limits and possibilities of courts and the role of litigation in rights enforcement is also discussed.

Assessment: the final grade is based on class activity 15 %; 1 hour closed-book (P/F) and a 15 pages essay (85%)

The Law and Politics of Combating Violence against Women Andrea Krizsán, Mathias Möschel 28 class hours

Gender based violence is one of the main social forces producing and reproducing gender inequality. Brought to international and national policy agendas by feminist movements it has lately become a core policy issue discussed not just in the framework of gender equality but related to policies on human rights, crime prevention, child protection, health, development, cross border migration and trafficking and conflict and post conflict intervention. This course aims to look at the law and the politics of gender based violence through understanding the main challenges of framing it as a policy issue. Starting from the history of feminist mobilization around gender based violence and the feminist approach to it the course will progress through understanding contestation to the feminist framing, alternative approaches to it and proceed to examining currently existing international conventions, case law and standards set by different international human rights bodies and state responses. The course will pay particular attention to some specific forms of gender based violence such as violence in intimate relations, rape and sexual violence, sexual harassment, traditional forms of violence, trafficking and violence in conflict and post conflict and post conflict situations.

Assessment: the final grade is based on class-participation (10%), short weekly assignments (30%) and a final seminar paper (60%).

Theory of Fundamental Rights Matthias Mahlmann

14 class hours

The second half of the 20th century is marked by the growth of a human rights culture. Human rights form now something like a secular Decalogue of fundamental normative orientation. The concept of human rights raises a plethora of difficult and challenging questions. The attempt to answer these questions leads to the very theoretical core of the law itself. The course will first look at the history of ideas to give contemporary debates an adequate background without theoretical naiveté. It will then turn to analytical and structural theories of rights to develop an adequate formal concept of what rights are about. Finally, questions of substantial contents and their legitimacy will be discussed. Throughout, the discussion will draw from concrete examples of the contemporary adjudication of fundamental rights to avoid lofty spheres of deficient abstractness. As a result of these reflections, it should become clearer how the idea of fundamental human rights has developed, what its real content is, what role the theory of fundamental rights has in legal adjudication and how a catalogue of material rights can (and cannot) be justified in an age of profound ethical scepticism.

Assessment: the final grade is based on class-participation (30%) and a written final exam (70%).

The Protection of Children and Victims' Rights in International and Regional Law Károly Bárd, Oswaldo Ruiz-Chiriboga

28 class hours

The first part of the course will address the basic human rights questions in the context of children's rights such as the need for special human rights instruments for specific groups, the universal/local dilemma, the gender/cultural perspective. We shall discuss the rights of families and children's rights vis-a-vis their parents, the family and the state with a focus on children at risk both as offenders and victims. Following an overview of the development of international instruments the unique nature of the Convention on the Rights of the Child will be discussed and the different models of the juvenile justice system will be presented as reflected in UN documents, in the jurisprudence of the European Court of Human Rights, the Inter-American Commission and Court of Human Rights, and the US Supreme Court. We shall survey measures taken on national and international level to design a criminal justice system that meets the specific needs of child victims.

After elaborating on the most debated aspects of children's rights in general and on child victims, the analysis will be extended to the second broad topic of this course namely to victims' status and their rights in the criminal justice system irrespective of age. This segment will start with the examination of the position of crime victims in a historical perspective followed by the analysis of international documents adopted on global and regional level. After the comparison of the status of victims in the adversary and non-adversary process the course will extend to the jurisprudence of the Inter-American and the European Human Rights Courts addressing the position, the rights of victims and their families. In this context the doctrine of States' positive obligation to protect and the horizontal effect of human rights treaties will thoroughly be discussed. Also the so called Victim Participatory Model of the criminal process advocated by numerous scholars will be analyzed. The course will also present the status of victims in international criminal proceedings and address the question if the extension of victims' participatory rights may jeopardize defendants' right to a fair trial.

Assessment: the final grade is based on in-class participation (20%), group exercises (20%) and in-class final exam (60%). The final exam is a two-hour open-book exam.

Thesis writing

Éva Ajkay-Nagy (HR MA), Robin Bellers (CCL), Andrea Kirchknopf (HR LLM) (CAW) 14 class hours

The main aim of this course is to provide the students with the skills and knowledge required for writing an academic thesis in Human Rights. It therefore covers the following aspects of the thesis writing process:

- Stages of research writing;
- Topic to title, research question and thesis statement;
- Macro-level argumentation: outlining to content page and chapter structure;
- Micro-level argumentation: paragraphing;
- Academic honesty and source integration techniques;
- Writing introductions, conclusions and executive summaries;
- Drafting a thesis chapter;
- Editing and revising your work;
- Peer-feedback strategies.

The UN Human Rights System

Sejal Parmar

28 class hours

This course critically examines the international human rights system established under the auspices of the United Nations. It looks at the role and effectiveness of key UN organs and bodies dealing with the development, monitoring and enforcement of international human rights law. The course analyses the functions, procedures and performance of such bodies established under the UN Charter, notably the Human Rights Council and the Security Council, and under the core UN human rights treaties, notably the Human Rights Committee. It acknowledges some of the major thematic issues confronting these bodies, addresses challenges to their credibility and legitimacy, and considers proposals for their institutional reform. In doing so, this course highlights the key roles played by a number of actors – particularly, states, blocs of states, civil society organisations, independent human rights experts and the Office of the High Commissioner for Human Rights – and the relationships between them.

The final grade will be based on: (1) participation in class (10%); (2) an oral statement to be delivered in class (10%); (3) a written assignment (10%); (4) participation in an in-class moot court (20%); and (5) a final exam (50%).

APPENDIX I: CEU Department of Legal Studies Grading Scale

Letter Grade	Grade Point
А	4.00
A-	3.67
B+	3.33
В	3.00
В-	2.67
C+	2.33
F	0.00 (no credit)

The CEU Department of Legal Studies grading scale is the following:

The lowest passing grade is C+. Students receiving a failing grade (F) for mandatory and mandatory-elective courses must retake those courses for Pass/Fail provided that in case of a mandatory-elective course retake is permitted. A "Retake Pass" for such a retake exam is worth 2.33 (C+) grade points.

For other courses graded Pass/Fail, a "Pass" grade is calculated into the cumulative GPA of that student at the end of the academic year at the same grade point as the cumulative GPA.

The CEU Department of Legal Studies requests its professors to use the following grading curve when calculating final course grades:

15 percent of the class	A or A-
25 percent of the class	B+
30 percent of the class	В
20 percent of the class	В-
10 percent of the class	C+

F does not count on the grade curve.

Exception can be granted by the Program Chairs considering the size of the class.

APPENDIX II: Thesis Related Documents

Suggestion for the Cover Sheet of the Thesis & Thesis Guidelines for AY 2018/2019



THE TITLE GOES HERE

by John Smith

LL.M. SHORT THESIS COURSE: European Company Law PROFESSOR: Peter Behrens, Dr. habil. Central European University 1051 Budapest, Nador utca 9. Hungary

© Central European University March 29, 2019

Guidelines on formulating a 3-page, single spaced thesis proposal for HR, CCL and IBL (short and long) thesis

1. Tentative Title

2. Thesis problem or research question (2 pages max.)

Your thesis should be driven by a central thesis problem or research question. There should be a central issue, tension or puzzle which the thesis will address. At this stage, please provide the following:

- (i) a brief description of the background and context of the research question;
- (ii) a brief explanation of why the research question is interesting to you and why it might be important for related/broader fields of research/study; and
- (iii) define the research question that you will seek to address through your thesis and indicate possible subsidiary questions/issues that may flow from that central research question.

Please note that the research question should be feasible in terms of its scope and given available resources (see points 4 and 5, below).

3. Jurisdictions

Please indicate 2-3 jurisdictions (which may include regional or international legal systems) to be covered by your thesis. Explain why these jurisdictions are appropriate for your analysis.

4. Methodology or the means to address the research question

Please describe how you plan to conduct the necessary research to properly address your research question. Please explain what types of sources you are planning to use, and also indicate if you wish to use methods other than analyzing primary and secondary written sources.

5. Bibliography

Please indicate at least 5 (five) titles (including library books and resources from electronic databases) that you have selected to help you address your research question. Then briefly (in one paragraph) discuss the relevance and appropriateness of each title to your chosen thesis problem or research question.

6. **CCL and IBL students writing a short thesis** shall also indicate the **name of the course** they intend to write the thesis for. Only courses offered in the Fall Term may be selected.

Deadline: October 19, 2018

Note that standards of academic honesty apply. Please remember to cite properly.

Thesis Guidelines for Academic Year 2018/2019

1. a. The IBL and CCL LL.M. thesis ("long thesis") is an original scholarly research paper on a comparative or theoretical legal subject, approximately 70–150 pages (a minimum of 25.000 words) long.

b. The IBL and CCL short thesis (LL.M. writing requirement) is an independent scholarly paper, on a comparative or theoretical legal subject, within the field of one of the courses taken by the student. The short thesis must be 35–70 pages (a minimum of 12.000 words) in length.

c. The Human Rights MA and LLM master's thesis is an original scholarly research paper on a comparative or theoretical human rights subject, approximately 50–100 pages (a minimum of 17.000 words) long.

2. The title of the thesis must be approved by the Program Chair. Any thesis submitted with another title will not be considered unless the student submits a change of title request subject to approval by the Thesis Advisor and Program Chair. See Appendix for the form.

3. The thesis should be typed and double-spaced with one-inch (2.54 cm) margins. The font pica size should be 12, the font type Times New Roman. All pages should be consecutively numbered. Footnotes should be numbered consecutively with Arabic numerals.

4. Students must properly footnote their thesis. It is suggested that students consult the style presented in *The Bluebook: A Uniform System of Citation, The Chicago Manual of Style*, or the *T. M. C. Asser Instituut Author's Guidelines* (Asser Instituut, 1998), or other formal uniform system of citation.

5. All citations should be placed in the bibliography, even if the authority is mentioned in the text and/or the footnotes.

6. The Table of Contents must accurately correspond to the headings and sub-headings within the body of the thesis.

7. The required Cover Page should be in the same format as the attached example. See Appendix II.

8. The thesis must include an introduction and conclusion.

9. The body of the thesis must be divided appropriately by the use of headings and sub-headings.

10. A brief (one or two pages) Executive Summary is required for both IBL and CCL long thesis and the Human Rights thesis; an Abstract is required for the short thesis.

11. The presentation order of the thesis is the following:

Cover Page, Table of Contents, Executive Summary (or Abstract), Introduction, Body of Thesis, Conclusion, and Bibliography.

12. Students must submit two bound, double sided hard copies of the short thesis / three bound hard copies of the long/HR thesis and an electronic version (ETD). All papers are to be submitted on the respective final deadlines specified in this booklet. Theses not corresponding to the standards outlined in the guidelines may not be accepted.

APPENDIX III: CEU Department of Legal Studies Thesis Evaluation Criteria

Evaluation criteria as applied for CCL and IBL short theses: indicators

Grade	1. Research question and methodology	2. Theoretical framework	3. Material covered	4. Analysis	5. Conclusions and results
A	 Well-defined and well-reasoned question/problem; Genuinely original/innovative question/problem; Clearly set out aims and assumptions, as well as limitations; Explanation and expressly justified choice of methodology; Excellent choice of comparative case studies for addressing question. 	 Highly germane theories reflected upon and deep knowledge shown; Excellent comprehension of relevant concepts demonstrated; Assured presentation of spectrum of relevant theories; Sophisticated theoretical framework applied in relation to problem at issue. 	 Thorough and systematic approach to primary and secondary literature; Critical use of a broad range of relevant legal sources, secondary literature and interdisciplinary sources (most current and comprehensive scope of research); Consistent referencing system. 	 Thorough and strong critical engagement with material covered; Clear and deep connection between analysis of primary sources and theoretical framework; A problem-driven structure and layout; Argument is well-focused, clearly reflects student's own independent point of view; A confidently and maturely written text in idiomatic English, a pleasure to read. 	 Conclusions are clear, fully meet objectives set in research question / problem; Strongly relevant findings and conclusions for policy and practice, or further research; New, innovative or exciting perspectives advanced.
A-	 Reasonably well-defined research question/problem; Intellectually challenging research question/problem; Clear limitations set; Convincing explanation of methodology; Well-chosen comparative case studies. 	 Relevant theories reflected and drawn upon; Very good understanding of concepts shown; Confident presentation and skillful use/application of relevant theories. 	 Clear and consistent approach to primary and secondary sources; Credible use of a range of relevant legal sources, secondary literature and some interdisciplinary sources (going beyond core titles and theories, up to date on recent developments); Consistent referencing system. 	 Strong critical engagement with material covered; Clear connection between analysis of primary sources and theoretical framework; Coherent linkages drawn with existing research; A clear structure, supporting a well-focused argument; A very well written text, with minor grammatical errors. 	 Conclusions are clear, justified and meet research objectives; Relevant conclusions for policy and practice or further research; Clear evidence of creative and independent thinking.
B+	 Reasonably well-defined research question/problem; Interesting research question/problem; Appropriate limitations set; Acceptable explanation of methodology; Reasonably well-chosen comparative case studies. 	 Relevant theories drawn upon; Good overall understanding of essential concepts shown with occasional gaps or flaws in the presentation; Appropriate presentation and use of relevant theories with minor gaps or flaws. 	 Appropriate use of reasonable range of legal sources and secondary literature (covering key titles and theories, with occasional gaps or flaws on key or current developments); Consistent referencing with minor flaws. 	 Good level critical analysis; Connection with theoretical aspects identified and explained with minor gaps or mistakes; Reasonable engagement with existing research; Generally clear in structure, language; Works as a while follows a consistent line of argument; A reasonably well-written text, with some grammatical errors. 	 Conclusions meet research objectives; Some relevant findings and conclusions for policy and practice, or further research; Some evidence of independent thinking.
В	 Relatively defined research question/problem; Fairly conventional research question/problem; Fair limitations set; Conventional explanation of methodology; Relatively well-chosen comparative case studies. 	 Some key / relevant theories drawn upon; Some discussion of essential concepts, with notable but still minor gaps or flaws; Credible attempt to adopt a theoretical framework suitable for analyzing the research question; 	 Appropriate use of a range of legal sources and secondary literature, with occasional gaps (drawing on some of the key titles or theories, classics covered with minor gaps, but with relevant current titles mostly included); Consistent referencing with noticeable flaws. 	 Reasonable level of critical analysis; Some engagement with existing research; Connection with theoretical aspects identified and explained with notable mistakes or gaps; Some lack of clarity in structure; A reasonably well-written text, with some (recurring) grammatical errors. 	 Conclusions mostly meet research objectives; Some relevant findings and conclusions for policy and practice identified; A fair attempt to advance a conventional argument.
В-	 Conventional research question/problem; Satisfactory limitations with some ambiguity as to scope of thesis; Satisfactory explanation for methodology and comparative case studies. 	 Satisfactory presentation of theories, some of which are relevant; Theoretical framework does not affect the analysis or argument of the work at key points; An indication of essential concepts, with notable gaps or flaws. 	 Reliance on some legal sources and secondary literature, though not comprehensive (with marked gaps in scope or currency); Referencing at times with significant inconsistencies. 	 An acknowledgement of existing research, but unbalanced in approach, analysis or interpretation; Several gaps or errors in the analysis Noticeable inconsistency and ambiguity in structure; Language is difficult to follow at times due to grave or recurring errors. 	 Some conclusions meet objectives; A satisfactory attempt to advance a conventional argument.

C+	 Conventional research question/problem defined in unclear or confusing terms; Some confusion/ambiguity as to scope of thesis; Formalistic explanation for methodology and selection of comparative case studies. 	 Presentation of theories with major flaws (major relevant theories or concepts missing or misappropriated); Problems with identifying essential concepts; Theoretical framework does not affect the analysis or argument of the work. 	 Reliance on a limited set of legal sources and secondary sources (with serious gaps in scope and currency); Referencing with significant inconsistencies and ambiguities. 	 A minimal level of critical analysis with regular and significant errors; Noticeable inconsistency and ambiguity in structure; Language is difficult to follow, with longer parts that are challenging for a reader to follow. 	 Some conclusions meet objectives A lack of identifiable findings for policy and practice offered; A minimally adequate attempt to advance a conventional argument;
F	 Failure to demonstrate any effort in setting research question and methodology; Failure to understand purpose of thesis. 	 Fundamental errors in/failure to present any theoretical framework. 	 Fundamental errors in choice of and quality of sources/case-studies; Serious violations of rules of academic honesty. 	 Fundamental errors in analysis, evaluation and interpretation; A poorly written, or unreadable text. 	 Absence of any identifiable findings or conclusions or arguments; fundamental flaws in logic of arguments presented.

Evaluation criteria as applied for HR LLM and MA theses, CCL and IBL long theses: indicators

Grade	1. Research question and methodology	2. Theoretical framework	3. Material covered	4. Analysis	5. Conclusions and results
Completed with distinction (grade points: 4.00; grade A)	 Well-defined and well-reasoned research question/problem; Interesting/innovative research question/problem; Clearly set aims and assumptions, as well as limitations Excellent/very good choice of comparative case studies for addressing research question; Explanation and expressly justified choice of methodology. 	 Relevant theories reflected upon and deep knowledge shown; Excellent comprehension of concepts demonstrated; Assured presentation of spectrum of relevant theories; Sophisticated theoretical framework in relation to problem at issue. 	 Thorough and systematic approach to primary and secondary literature; Critical use of a broad range of relevant legal sources, secondary literature and interdisciplinary sources (most current and comprehensive scope of research); Consistent referencing system. 	 Thorough and strong critical engagement with material covered; Clear connection of analysis with theoretical framework; Sustained linkages of analysis with existing research; A clear structure and layout which reflects the overall line of argument followed in the thesis; A confidently and maturely written text, a pleasure to read. 	 Conclusions are clear and fully meet research objectives; Strongly relevant findings and conclusions for policy and practice, or further research; New, innovative or exciting perspectives advanced; Identification of future research possibilities.
Completed with Honors (grade points: 3.33; grade B+)	 Reasonably well-defined research question/problem; Relatively interesting research question/problem; Appropriate limitations set; Acceptable explanation of methodology; Reasonably well selected case studies for comparison. 	 Major relevant theories drawn upon (with minor flaws or gaps in the presentation); Good understanding of essential concepts shown (with occasional or minor gaps or errors). 	 Appropriate use of reasonable range of legal sources and secondary literature (covering key titles and theories, with occasional gaps or flaws on key or current developments); Consistent referencing with minor flaws. 	 Good level of critical analysis; Connection with theoretical aspects identified and explained reasonably; Reasonable engagement with existing research (with occasional errors); Generally clear in structure, language and referencing (with minor flaws); A well-written text, with some grammatical errors. 	 Conclusions meet research aims with minor flaws; Some relevant findings and conclusions for policy and practice identified; Clear evidence of independent thinking.
Completed (grade points: 2.67; grade B-)	 Fairly defined research question/problem, but lacking in clarity; Conventional research question/problem; Satisfactory/adequate limitations, but some confusion/ambiguity as to scope of thesis; Satisfactory explanation for methodology and comparative case studies. 	 Satisfactory/adequate presentation of theories, some of which are relevant; An indication of essential concepts, with notable gaps or flaws. 	 Reliance on some legal and secondary sources, though not comprehensive (with marked gaps in scope or currency); Referencing at times with significant inconsistencies and ambiguities. 	 Satisfactory / adequate level of critical analysis; An acknowledgement of existing research, but unbalanced in approach, analysis or interpretation; Several gaps or errors in the analysis Noticeable inconsistency and ambiguity in structure; Adequate written text: language is difficult to follow at times due to grave or recurring errors. 	 Some conclusions meet research objectives; An indication of relevant findings for policy and practice offered; A satisfactory/adequate attempt to advance a conventional argument.
F	 Failure to demonstrate any effort in setting research question and methodology; Failure to understand purpose of thesis. 	Fundamental errors in/failure to present any theoretical framework.	 Fundamental errors in choice of and quality of sources/case- studies; Serious violations of rules of academic honesty. 	 Fundamental errors in analysis, evaluation and interpretation; A poorly written, unreadable text. 	Absence of any identifiable findings or conclusions or arguments; fundamental flaws in logic of arguments presented.

Further explanation:

Criteria on theoretical framework for long thesis / HR thesis:

- top grade: relevant theories reflected upon and deep knowledge shown

- middle grade: major relevant theories reflected upon (with minor flaws or gaps in presentation), plus good understanding of essential concepts shown (with occasional or minor gaps of errors) [compared to the top grade in the middle grade you find occasional flaws and gaps, but a thesis on this level will still discuss all theoretical components which are relevant to the analysis]

- bottom grade: satisfactory / adequate presentation of theories, some of which are relevant, plus an indication of essential concepts [compared to the middle grade a thesis on this level presents essential theories and concepts - but not all the relevant ones, plus it does not go beyond the description of these concepts and does not apply these concepts for the analysis

- failed thesis: fundamental errors in / failure to present any theoretical framework [a thesis like this does not even attempt to present an adequate theoretical framework, or does not present one at all - just jumps to describing national or regional situations]

Criteria for language in the box on analysis or long thesis / HR thesis:

- top grade: confidently and maturely written text [text written in fluent or close to fluent, idiomatic English with only minor grammar mistakes, if any at all]

- middle grade: well written text [compared to the top grade, a thesis of this kind will be written in good quality English, with some grammar mistakes typical of non-native speakers (missing articles, at times mismatched tenses, a few sentences which are difficult to follow. To put differently: mistakes in the text will not prevent the reader from following the author's line of thought, despite some grammar mistakes.]

- bottom grade: adequate written text [compared to the middle grade, this is a text with heavy grammar mistakes which reach a level where at many times it is difficult to follow the author's train of thought. Text like this will have more than a few sentences without verbs, or long sentences where the subject disappears by the end. In text like this sometimes it is difficult to reconstruct the chronology of events in a case, or tell dissenting and majority opinions on a court apart. Please note that something less than adequate would be difficult to accept as a successful thesis.]

- failed thesis: a poorly written, unreadable text [compared to the bottom grade, a failed thesis is written in a manner where the reader cannot make sense of the text most of the time]

APPENDIX IV: Guidelines on Written Final Exams

Guidelines for computer-based, in-class exams

Student Responsibilities

- There is only one scheduled time-slot for the exam, therefore it is mandatory to attend.
- It is the responsibility of the student to be on time (as announced in the exam schedule) for the exam. It is advised to arrive 10-15 minutes earlier before the exam starts. If a student is late, the delay will be counted against total test time.
- Bring your exam login name and password.
- Review carefully exam guidelines.
- Be aware of time limits on your exams and keep track of the time.
- Bring any irregularities to the attention of the proctor immediately.
- Students are responsible to have their computers ready by the start of the exam in compliance with the following guidelines.

Exam guidelines

- In-class exams take place at one of the CEU Computer Labs; exam schedule is available one week before the exam week at the departmental website and the notice board
- Login with your login name (such as: legalexam01) and password (such as: asdfg). (Login names and passwords will be sent by the Program Coordinator.)
 You will receive separate login details for open and closed-book exams. Make sure you use the proper login name.
- Open the word document from the Start menu at the bottom of the screen and go to *File/Save as...* save your work to the **P** drive (the name of the P drive is the login name, in this case LEGALEXAM01...) The exam should be saved under the student's **ID number**!!)
- Insert a header row containing <u>only</u> **ID number** and the **name of the course** as well as **page numbers** in the footer (*INSERT/ Header*) & (*INSERT/ Page numbers*).
- The proctor is going to distribute the exam questions and indicate when the exam can be started.
- Save your work in regular time intervals and also set *File/Options/Save/Save Auto Recover Information every:* 1 minute
- When the exam is over save your exam and close the document. After that go the proctor and sign the attendance sheet.
- Closed-book exams: you have a separate login name and password for the closed-book exams. During the exam you are not allowed to use any auxiliary document, nether will be able to reach internet from the computer.
- Open/restricted open-book exams: you have to use the open-book exam login name and password. During the exam you will have access to the E-learning site of the course, where you can use the course materials/readers. If you asked for a printed reader, you are allowed to use this version of the reader as well.

Please note that there is no internet access during the exam and the use of electronic devices such as smart phones, laptops, flash drives, hard disk, soft disk etc. are NOT allowed, either. Please make sure to print out - before the exam - all the materials you might need in case of an open-book exam.

Guidelines for hand-written exams

Handwritten in-class exams must be retyped right after the given exam. If a student has two exams in one day, both exams have to be retyped right after the end of the second exam. Both the handwritten and the typed versions are submitted to the Department for comparison. Only spelling corrections are permitted. Any other change amounts to academic dishonesty (for reference see also: CEU Code of Ethics). After the exam the Proctor will make a copy of the exam, keeps the original and hands the copy to the student for retyping.

Here's what you should observe when retyping the exam:

- Insert a header line where you write your ID number (no names please) and the name of the course and also insert page numbers.

- Retyping means writing down the exact same text that can be found on your handwritten exam paper. The **ONLY adjustments you can make** is correction of spelling mistakes as well as write words in full length whenever you use abbreviations in the handwritten text. Do not change word order and do not exchange words (not even slight modifications like "however" instead of "but"). Of course you need not to retype words/sentences which you crossed out on the handwritten version, and things that you inserted later and wrote at the bottom of the page can be inserted where they belong.

Please note: The authenticity of the typed version will be certified before grading. Any discrepancies between the handwritten original and the retyped version beyond the correction of spelling mistakes will result in an automatic fail.