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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, a list of 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 http://legal.ceu.edu/. 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 latest events and requirements.

The E-learning site of the Department is available at http://ceulearning.ceu.hu.

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

DEPARTMENT OF LEGAL STUDIES
1051 Budapest, Nádor u. 11., 5th floor
Tel: (361) 327-3142
Fax: (361) 327-3198
Email: legalst@ceu.edu
Web: legal.ceu.edu
www.facebook.com/groups/ceu.legal

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

Károly Bárd (Hungary)
Professor, Chair of the Human Rights Program

PERMANENT FACULTY

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

Kristina Irion (Germany)
Associate Professor at the Departments of Public Policy and Legal Studies (on leave)

Csilla Kollonay-Lehoczky (Hungary)
Professor, Director of the Doctoral Program

Mathias Möschel (Austria/Germany)
Associate Professor, Acting Chair of the Comparative Constitutional Law Program

Sejal Parmar (United Kingdom)
Assistant Professor

Markus Petsche (Austria)
Associate Professor

Eszter Polgári (Hungary)
Assistant Professor

András Sajó (Hungary)
University Professor (on leave at the European Court of Human Rights)

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

Caterina Sganga (Italy)
Assistant Professor

John Shattuck (United States)
Professor, President and Rector of CEU

Charlotte Steinorth (Germany)
Assistant Professor

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

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

Tibor Várady (Serbia)
Professor Emeritus

ADMINISTRATION

Nóra Varró (Hungary) Department Coordinator
Tünde Szabó (Hungary) Department M.A./LL.M. Coordinator
Lea Tilless (Hungary) Program Coordinator
Nóri Kovács (Hungary) Department Assistant
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LEGAL STUDIES ACADEMIC CALENDAR 2015/2016

2015

August 22-23, Saturday/Sunday All Legal Studies students arrive

August 24, Monday Legal Studies Module I begins
Registration period for Module I begins

August 30, Sunday Registration period for Module I ends

September 14, Monday Registration period for Module II begins

September 20, Sunday Registration period for Module II ends

September 26, Saturday Legal Studies Module I ends

September 28, Monday Legal Studies Module II begins

October 23, Friday Hungarian National Holiday / CEU is officially closed

October 26, Monday Registration period for Module III begins

November 1, Sunday All Saints’ Day / CEU is officially closed
Registration period for Module III ends

November 7, Saturday Legal Studies Module II ends

November 9, Monday Legal Studies Module III begins

December 7, Monday Registration period for Module IV begins

December 13, Sunday Registration period for Module IV ends

December 19, Saturday Legal Studies Module III ends

December 21, Monday Offices with skeleton team Library and Labs: weekend schedule
December 22, Tuesday Offices with skeleton team Library and Labs: weekend schedule
December 23, Wednesday Offices with skeleton team Library and Labs: weekend schedule
December 24, Thursday Christmas Eve CEU is officially closed
December 25, Friday Christmas CEU is officially closed
December 26, Saturday Christmas CEU is officially closed
December 28, Monday Offices with skeleton team Library and Labs: weekend schedule
December 29, Tuesday Offices with skeleton team Library and Labs: weekend schedule
December 30, Wednesday Offices with skeleton team Library and Labs: weekend schedule
December 31, Thursday New Year’s Eve CEU is officially closed

2016

January 1, Friday New Year’s Day / CEU is officially closed

January 11, Monday Legal Studies Module IV begins

February 15, Monday Registration period for Module V begins

February 21, Sunday Registration period for Module V ends
February 27, Saturday Legal Studies Module IV ends
February 28, Sunday Legal Studies research period begins
March 14, Monday Special day off / CEU is officially closed
March 15, Tuesday Hungarian National Holiday / CEU is officially closed
March 27, Sunday Easter Sunday / CEU is officially closed
March 28, Monday Easter Monday / CEU is officially closed
March 29, Tuesday Legal Studies Module V begins
April 25, Monday Registration period for Module VI begins
May 1, Sunday Labor Day / CEU is officially closed
May 14, Saturday Legal Studies Module V ends
May 15, Sunday Pentecost Sunday / CEU is officially closed
May 16, Monday Pentecost Monday / CEU is officially closed
May 17, Tuesday Legal Studies Module VI begins
June 25, Saturday GRADUATION
July 2, Saturday Legal Studies Module VI ends
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Preparation for exams</th>
<th>Exams</th>
<th>Max. number of credits students may take</th>
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<td>CCL</td>
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<tr>
<td>I</td>
<td>August 24 - September 17 (19 teaching days)</td>
<td>September 18-20</td>
<td>September 21-26</td>
<td>4</td>
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<tr>
<td>II</td>
<td>September 28 - October 29 (23 teaching days)</td>
<td>October 30-November 1</td>
<td>November 2-7</td>
<td>5</td>
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<td>III</td>
<td>November 9 - December 11 (25 teaching days)</td>
<td>December 12-13</td>
<td>December 14-19</td>
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Christmas break 2015 December 20–2016 January 10

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<thead>
<tr>
<th>Module IV</th>
<th>Dates</th>
<th>Preparation for exams</th>
<th>Exams</th>
<th>Max. number of credits students may take</th>
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<td>CCL</td>
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<tr>
<td>IV</td>
<td>2016 January 11 - February 18 (29 teaching days)</td>
<td>February 19-21</td>
<td>February 22-27</td>
<td>5</td>
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Research Period: February 28 – March 28 (deadline for submitting short thesis: April 1)

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<tr>
<th>Module V</th>
<th>Dates</th>
<th>Preparation for exams</th>
<th>Exams</th>
<th>Max. number of credits students may take</th>
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<td>CCL</td>
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<td>March 29 – May 5 (28 teaching days)</td>
<td>May 6-8</td>
<td>May 9-14</td>
<td>7</td>
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<tr>
<th>Module VI</th>
<th>Dates</th>
<th>Preparation for exams</th>
<th>Exams</th>
<th>Max. number of credits students may take</th>
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<td>CCL</td>
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<tr>
<td></td>
<td>May 17- June 23 (28 teaching days)</td>
<td>June 24-26</td>
<td>June 27-July 2</td>
<td>7</td>
</tr>
</tbody>
</table>

June 23, 2016 is the last teaching day of the Academic Year 2015–2016

Holidays: 2015, Oct 23 Hungarian National Holiday
2016, March 15 Hungarian National Holiday, March 14 – special day off
2016, March 28 Easter
2016, May 16 Pentecost

Events: 2016, June 25 Graduation

REGISTRATION PERIOD:
For Module I: August 24 - 30
For Module II: September 14-20
For Module III: October 26 – November 1
For Module IV: December 7-13
For Module V: February 15-21
For Module VI: April 25 – May 1
ACADEMIC YEAR

At the Department of Legal Studies the academic year starts at the end of August and is 10 months long.

The academic year is divided into two semesters, subdivided into six modules. The first semester (containing Modules I, II and III) starts at the end of August and ends in the second half of December. The second semester starts in January and ends in early July (Modules IV, V and VI). For further information on the calendar of the Academic Year, refer to the Legal Studies and the University Calendars in this Booklet.

ACCREDITATION

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

In the 2015/2016 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 with an emphasis on the legal aspects of theory and practice of the protection of human rights.

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 intensive courses on the main problems of constitutionalism, transition to democracy and constitution-making on fundamental rights and minority protection, and on issues that are relevant to the international legal system. 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 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”.

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

At the Department of Legal Studies 1 (one) course credit may be 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-1103-2v1405.

For further details of the overall aims of the Master Programs and their expected learning outcomes please see the concerned program-specific requirements in this Booklet (pages 24-36).

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 http://www.ceu.edu/admissions.

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: http://documents.ceu.edu/documents/p-1105-2v1503.)

For the program-specific credit requirements applicable at the Department of Legal Studies please see the relevant pages (pages 24-36) 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, through written application submitted to the Program Chair and the Program Coordinator (Lea Tilless). Leave requests for more than two 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 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 Instructor or the Program Chair. Persistent violation of this policy may lead to exclusion from CEU. Explanation for all absences is to be submitted to the Program Coordinator (Lea Tilless) at the earliest possible time, via telephone, email, or in person.

May 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**

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

For the maximum number of credits students may earn in each module please consult the Legal Calendar in this Booklet (page 8). The Program Chair may grant permission to take additional credits only in exceptional cases.

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).

Mandatory courses and credits cannot be replaced by other courses.

In accordance with the CEU Credit Transfer Policy up to six (6) credits obtained in the course of non-degree studies at Department of Legal Studies or other departments may be used to replace or substitute courses or credits in any degree-granting course of study within this Department.

As source languages are not a required precondition of the core 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 week of each Modules, as indicated in the Academic Calendar, as well as in the Student Records Manual.

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 Department M.A./LL.M. Coordinator (Tünde Szabó). In case of late registration and/or dropping a course a fee of 5,000 HUF applies.

**The latest day for dropping a course or altering registration in any way is the Friday before the last teaching week of the respective Module.** Students who neither take the final exam, nor drop the course will receive an Administrative Fail.
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 for the course, unless otherwise stated.

For courses which span across more than one module students need to register separately in each relevant Module. (For example, for a course which starts in Module II and finishes in Module III, students need to sign up for the same course in the registration periods for both Modules II and III.) The credit(s) for these courses count to the credit limit in the module where the exam takes place or the course ends.

Please note that in order to meet the requirements of interactive post-graduate education, class enrollment is limited. Unless other limitations apply, classes are limited to 30 students enrolled from the same program. Professors may, upon their professional consideration, allow enrollment for additional students provided that enrollment is not precluded by other relevant departmental policies.

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

**AUDITING CLASSES**

If a student wants 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 will be 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 final exam.

A course taken for Audit will appear on the student’s transcript with the symbol AUD if attendance was regular, or W (withdraw) if attendance was unsatisfactory. In the 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, can be made on the last Friday before the last teaching week of the respective Module at the latest.** Registration change requests are to be reported to the Department M.A./LL.M. Coordinator (Tünde Szabó) 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.

**CROSS-LISTED COURSES**

Cross-listed courses are courses taken outside of the student’s own degree program (IBL LL.M., HR LL.M., HR M.A. or CCL LL.M.). In compliance with the course and credit requirements of their respective programs, students may take up to two (2) credits in total from cross-listed courses during the academic year. Cross-listed courses taken for ‘Audit’ do not count towards this limit.

Students may obtain one (1) credit from a cross-listed course without the permission of the Program Chair. Further cross-listed courses, including audited courses, may only be taken upon the prior approval of the Program Chair.

In case of significant academic interest students may get prior permission from their respective Program Chair to obtain credits for cross-listed courses in excess of the above limitation. For further information, please see the Department M.A./LL.M. Coordinator (Tünde Szabó). Without such prior permission, cross-listed courses taken for grade in excess of the 2-credit limit on cross-listed courses will be automatically changed to Audit at the end of the academic year.

All cross-listed courses will have to be reported to the Department of Legal Studies. The report and the request for approval shall be submitted on a form available in Appendix V of this Booklet. Upon signature by the Program Chair, completed forms shall be returned to the Department M.A./LL.M. Coordinator (Tünde Szabó).

Students are responsible to make sure that their cross-listed courses do not overlap with the courses chosen from 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. Note that the Department is not in a position
to take into consideration cross-listed courses when making occasional unavoidable revisions to the teaching schedule during a Module.

Due to differences between Legal Studies credits and CEU credits, cross-listed courses offered by other CEU Departments are credited according to the internal rules of the Department of Legal Studies, upon approval of the Program Chair concerned.

**SUBMISSION OF COURSEWORK AND FINAL EXAMS**

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

Unless requested otherwise by the Professor of the course, students shall submit all final coursework (final papers, take-home exams) to the Program Coordinator (Lea Tilless) in one electronic copy indicating only the student ID number. The submission of final exams (including re-typed final exams) is only accepted if submitted to the Program Coordinator (Lea Tilless).

Late submission of coursework and final exams is not accepted, unless with the special permission of the instructor of the course. Late submission will result in an automatic grade reduction. For the scale please see under Grading, at page 14.

Archiving a printed or electronic version of all written coursework is the responsibility of the student. In the case of electronically submitted papers, responsibility for keeping an original and evidence of electronic transfer rests with the student.

**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. The Department tries to facilitate exam scheduling along similar lines for those students who take cross-listed courses.

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 Modules I–III students may decide to take their in-class exams in handwritten form in case they do not feel comfortable typing their exams. During Modules I–III students are requested to sign up in advance to seek such an exemption. A sign-up sheet is provided on the Department’s notice board. 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 right 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 Module IV all in-class exams will be held in the computer laboratories and students will be required to answer the exam questions in typed format. Only typed exams will be 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 and their written/printed materials, and the E-learning site of the respective course. Note, however, that students will not have access to internet, nor will they be allowed to use USB flash drives, smart phones, tablets or similar electronic devices during an open-book exam.
Late submission of final exams is not accepted, unless with the special permission of the instructor of the course. Late submission will result in an automatic grade reduction. For the scale please see under Grading, at page 14.

**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 such 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.

Exams after grading are deposited with the Program Coordinator (Lea Tilless). Students may only review their own exam. To review their own exam paper, students shall make an appointment with the Program Coordinator. In the case of courses taught by visiting professors, students may contact the Professor via email for feedback on their exams. Graded exams shall not be copied or scanned. Exams of other students cannot be reviewed.

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

- Submission within 1 day after the deadline: the grade given by the instructor 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 instructor will be automatically decreased by one whole grade (e.g. B+ becomes C+)
- If the examination is not submitted within 3 days after the deadline, a Fail be entered into Infosys as the final grade for the course.

Students who fail to achieve the minimum passing grade during an examination or for coursework are allowed one retake in case of mandatory exams or courses. If a student fails the retake of a mandatory course, his or her enrollment will be terminated, since the student will not be able to fulfill the degree requirements without the course in question.

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

In the case of failing a restricted elective or an elective course, the student concerned can decide whether to accept the fail and choose a different course to replace the missing credit (in the following modules), or retake the exam.

Only one retake exam is permitted for each restricted elective or elective course. The retake exam must be requested within one (1) week after the final grade was entered into Infosys.

All retake examinations are graded on a pass or fail basis. If passed successfully, a retake exam yields a “Retake Pass” grade (worth 2.33 grade points). A retake failure means failing the course.

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. No more than three retakes are permitted per academic year.

The minimum final grade point average 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- (for reference please see Student Rights, Rules and Academic Regulations at: [http://documents.ceu.edu/documents/p-1105-2v1509](http://documents.ceu.edu/documents/p-1105-2v1509)).
COURSE MATERIALS

Short course descriptions, reading materials and syllabi are available on the CEU E-learning site at http://ceulearning.ceu.hu. In addition to electronic materials, for the mandatory courses printed course readers are provided free of charge.

In order to respect copyright on materials posted on the E-learning site, 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 syllabi during the registration periods.

Printed course readers for the restricted elective and elective courses can be ordered during the registration period. Students have to pay 90% of the printing costs for the materials of restricted and elective courses (the remaining 10% is paid by the Department). All requests for hard copies should be submitted to the Department M.A./LL.M. Coordinator (Tünde Szabó) via email during the registration period. Course readers cannot be printed by the Department, if requested after this date.

Readers can be obtained at the office of the Department M.A./LL.M. Coordinator (Tünde Szabó) at Nador 11, Room 508. The Department will not be able to reimburse returned materials, even if the course is dropped.

COURSE AND THESIS SUPERVISION EVALUATION

During the last two weeks of each Module (including the exam period), students are expected to complete a short online evaluation form through the Courseval platform for each course they have registered for. On-line evaluation forms are anonymous. Student evaluations are made available to Professors after the final grades of all courses of the Module are submitted.

For the evaluation of thesis supervision a separate online evaluation will be conducted at the end of master’s studies through the Courseval platform.

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.

THESES

The CEU Legal Studies Thesis Guidelines can be found in Appendix II of this Booklet. Please consult these guidelines when writing your thesis. All submitted 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 not be accepted.

The topic of the LL.M./M.A. thesis is approved by the thesis advisor, nominated by the Program Chair. Students must not change the topic (title) of their thesis without formal prior written approval from both their advisor and the Program Chair. (See Appendix V)
WRITING REQUIREMENTS FOR THE LL.M. AND M.A. DEGREES

1. 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 Modules 2 and 3. The course is approved by the Program Chair based on a thesis topic proposal. For thesis-related submissions deadlines please see page 17-18. 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 50% of the final grade in the relevant course. On the student’s final transcript the thesis grade will not be indicated separately.

If the difference between the grade received for the relevant course and the grade received for the thesis is exactly 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 17-18.

A student may switch from a short to a long thesis under the following conditions:
1. proof of a serious academic or professional reason;
2. modification of the title and subject of the thesis;
3. declaration of intent of prospective supervisor. The deadline for submitting such a request is: February 1, 2016.

A student may request to switch from the long to the short thesis until February 1, 2016, provided that the student has collected at least 10 credits in Modules I-III.

2. 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 early 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 17-18.

¹ Please note: the minimum page requirement of 30 pages refers to content pages, without bibliography, notes, etc.
² Please note: the minimum page requirement of 70 pages refers to content pages, without bibliography, notes, etc.
³ Please note: the minimum page requirement of 50 pages refers to content pages, without bibliography, notes, etc.
3. 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: \([ \text{grade points: 4.00; grade: A}^-] \)
- Completed with Honors: \([ \text{grade points: 3.33; grade: B+}^-] \)
- Completed: \([ \text{grade points: 2.67; grade: B}^-] \)

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. thesis 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 not to be satisfactory, 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 more than “Completed”.

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.

4. 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 14-17, 2015**
- Program-level thesis orientations, as marked in the teaching schedule.

By **Friday, October 9, 2015**
- Submission of a thesis abstract of 1 page with a short bibliography.

Between **12-16 October, 2015**
- Presentations of thesis topics and abstracts to peer students and faculty, as marked in the teaching schedule.

By **Friday, October 30, 2015**
- Submission of full thesis proposal based on detailed guideline. Please see page 74.
  **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 Modules II, III, and IV may be selected.

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By Friday, November 13, 2015
Approval of thesis topics, course selection (for IBL and CCL short thesis) and supervisors (for HR thesis, IBL and CCL long thesis) by the Program Chairs.

By Friday, December 11, 2015
Students have to submit a first outline (structure) and at least 10 substantive pages (including bibliography) of their thesis.
Note: this submission is also a formal precondition for the approval of all future travel and research grants

By Thursday, February 18, 2016
Students have to submit the first draft chapter / part of their thesis (approx. 30 pages).

By Friday, 1 April, 2016
CCL and IBL short thesis: The thesis must be submitted in two hard copies (spiral bound; the first copy is 1-sided, the second copy is 2-sided) and in electronic version, and it must be uploaded to ETD. Instructions on the electronic thesis submission (ETD) will be provided during the academic year.
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 8, 2016: 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 15, 2016: the grade given by the Professor will be decreased by one whole grade (e.g. B+ becomes C+)
- 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 18, 2016
Students who wish to apply for the next academic year’s S.J.D. Program shall submit the substantial draft of their CCL and IBL long thesis/HR thesis.

By Friday, June 24, 2016
Applicants for next year’s S.J.D. program must submit the completed version of their thesis.

By Friday, November 25, 2016
CCL and IBL long thesis / HR thesis: students have to submit 3 completed versions of their thesis in hard copy (spiral bound; the first copy is 1-sided, the other copies are 2-sided) to the Department M.A./LL.M. Coordinator (Tünde Szabó). With submission via regular mail, the posting date 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.
The final draft should be submitted to the supervisor in due time, in order to allow 3 (three) weeks to give comments before the final submission deadline.
Any late submission will be taken into consideration in the marking.

SHORT TERM RESEARCH GRANT AND INDEPENDENT RESEARCH

This opportunity is only available to students within the research period, and must not conflict with the students’ academic course load for their degree.

Students of the Department of Legal Studies who are studying within a degree-granting program are eligible to apply for a Short Research Grant in order to carry out research abroad during Module IV. As determined by the University’s scholarship rules, calls for applications are issued via e-mail in Module III. 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 at the CEU library.

Short Research Grants are awarded for visits to the student’s home country only in exceptional cases justified by strong necessity with regard to the thesis research.

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

Preconditions for both individually funded and grant-based research are the following:

1. Submission of a travel itinerary indicating departure and arrival dates.
2. 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.
3. Written recommendation from the thesis advisor.
4. Approval from the Program Chair.

Upon return to Budapest, the student has to submit a short report on the completion of the study plan. 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 promote social engagement through awareness-raising and capacity building.

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;
- § to promote social responsibility;
- § 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, interning, volunteering, capacity building, community service, networking etc. These opportunities are realized through four 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 NGO/human rights advocacy skills training (e.g. capacity building workshops), practice-oriented skills development (internships at Budapest-based NGOs), human rights country presentations and more!

2) **The Social Engagement Program** includes activities such as awareness raising campaigns, bi-monthly film screenings (HRSI Film Club), public lectures and roundtable discussions; photo exhibitions, theatrical performances (The Vagina Monologues).

3) **The Regional Networking Program** includes the annual NGO Fair, where students have an opportunity to meet NGO activists and professionals, as well as study sessions under the auspices of international organizations or NGOs (e.g., Council of Europe, European Youth Center Budapest).

4) **Student Community Engagement Program** provides CEU students with the necessary tools and resources to achieve success as leaders in our community. HRSI implemented the program in 2014 by launching English, Spanish, and Social Sensitivity tutoring classes in 3 schools in Budapest, organized a Saturday Clean-Up Day, Food Drive and Clothing Drive, and helped a local migrants organization to hold their ECDL computer courses at CEU.

HRSI offers CEU students the chance not only to benefit from participation in the above activities, but also to engage in informal communication with people interested in human rights issues. Moreover, each year two CEU graduates join the HRSI team as HRSI Fellow Project Managers, and are presented with a unique opportunity to gain hands-on experience in NGO work right upon graduation within the walls of their Alma Mater.
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 on the 6th floor in Oktober 6 Street 7. (SPP building) 4th floor, room 419/a. You can also contact HRSI through email, at hrsi@ceu.edu or our team members individually.

The HRSI Team

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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 http://documents.ceu.edu/documents/p-1009-1v1402-0.

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.

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

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.

Annex 1 – Guidelines
Table 1: Offending Strategies in Writing

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<thead>
<tr>
<th>Severity of Offense</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Serious Plagiarism</strong></td>
<td>Submitting as one's own work a text largely or wholly written by another person or persons.</td>
</tr>
<tr>
<td></td>
<td>Copying or paraphrasing substantial sections from one or more works of other authors into one's own text, without attribution, that is, omitting any reference to the work(s) either in the body of the text, in footnotes, or in the bibliography/reference list.</td>
</tr>
<tr>
<td></td>
<td>Submitting a thesis as part of masters or doctoral requirements which has been previously submitted to another institution in English or in another language.</td>
</tr>
<tr>
<td><strong>Less serious plagiarism</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Copying verbatim two or three not necessarily consecutive phrases, or one or two not necessarily consecutive sentences, from the work of others without attribution.</td>
</tr>
<tr>
<td></td>
<td>Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student’s text.</td>
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<tr>
<td></td>
<td>Submitting without permission one's own work that has been largely or wholly submitted for credit to another course.</td>
</tr>
<tr>
<td><strong>Poor Scholarship</strong></td>
<td>Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student’s text.</td>
</tr>
<tr>
<td></td>
<td>Summarizing an author’s ideas at length but only mentioning the author or the source at the end of the paragraph.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
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: [http://www.ceu.edu/administration/policies](http://www.ceu.edu/administration/policies).
PROGRAM-SPECIFIC REQUIREMENTS

Master of Laws in International Business Law

Program Chair: Professor Tibor Tajti
Contact: tajtit@ceu.edu; 1-327-3275
Office: Nador 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.hu

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 interdisciplinary perspective
- Ability to advise on policy issues, either as an 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. 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. 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 in legal practice or in academia.

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 in the transnational context), regulation of business (e.g., capital market and securities regulation, consumer protection) 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 doing business in Asia, reform of secured transactions laws in Central and Eastern Europe and
elsewhere. 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 could now be found not just in offices of leading international and local law firms, as in-house counsels of international corporations, as well as 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 ([http://legal.ceu.edu/admissions](http://legal.ceu.edu/admissions)).
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**
- Anglo-American Legal Concepts / Peter Hay (Mod. 1, 1 credit)
- Computer-based Legal Research/ S.J.D. candidates (Mod. 1, 0 credit)
- Contracts – Introduction with Focus on Common Law / Tibor Tajti (Mod. 1, 1 credit)
- Contracts – Introduction with Focus on Civil Law / Markus Petsche (Mod. 1, 1 credit)
- EU Law I / Markus Petsche (Mod. 1, 1 credit)
- Thesis Writing Course / CAW Instructor (Mod. 3 or 4, 0 credit)

**Restricted elective courses** (2 credits shall be obtained out of 4)
- Law and Ethnicity / Tamás Korhecz (Mod. 3, 1 credit)
- Legal Aspects of Doing Business in Asia / Gary Low (Mod. 5, 1 credit)
- Corporate Governance / Charles Whitehead (Mod. 6, 1 credit)
- EU Law II / Csongor Nagy (Mod. 6, 1 credit)

For the mandatory courses, IBL LL.M. students receive a total of 4 credits at the end of the academic year. Accordingly, IBL LL.M. students shall take an additional 20 course credits (including restricted elective courses) during the academic year if they submit a short thesis, or 17 course credits if they submit a long thesis.
Master of Laws in Comparative Constitutional Law

Acting Chair: Professor Mathias Möschel
Contact: moschelm@ceu.edu; 1-327-2547
Office: Nador 11 building / Room 518

Program level: Graduate (Master's)
Degree awarded: LL.M.
Program registration: The Program was established in 1991. 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: http://legal.ceu.edu/master-laws-comparative-constitutional-law-program
E-learning site: http://ceulearning.ceu.hu

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 analyse constitutional problems in light of their historical context, from a comparative and interdisciplinary perspective
- Ability to analyse 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, while more recently we have been also having an increase in the number of students from Africa 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 also 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 ([http://legal.ceu.edu/admissions](http://legal.ceu.edu/admissions)).
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** (6 credits)
- Development of Legal Systems: Historical Context / Vladimir Petrovic (Mod. 1, 0 credit)
- Introduction to Public International Law / Roger O’Keefe (Mod. 1, 2 credits)
- Introduction to U.S. Constitutional Law / Mathias Möschel (Mod. 1, 2 credits)
- Computer-based Legal Research / S.J.D. Candidate (Mod. 2, 0 credit)
- Elements of Comparative Constitutional Law / Mathias Möschel (Mod. 2, 1 credit)
- Rule of Law in Public Administration: The German Approach / Alexander Blankenagel (Mod. 2, 1 credit)
- Academic Legal Writing and Research / Sejal Parmar, Charlotte Steinorth or Matthias Möschel (Mod. 2-3, 0 credit)
- Thesis Writing Course / CAW Instructor (Mod. 4, 0 credit)

**Restricted elective courses (mandatory credits)**

*Rights-related courses* (5 credits must be obtained out of 8)
- Protection of Constitutional Rights / Mathias Möschel (Mod. 3, 1 credit)
- Freedom of Expression: Comparative Law Perspectives / Sejal Parmar (Mod. 3-4, 2 credits)
- Political Rights in Comparative Perspective / Daniel Smilov (Mod. 4, 1 credit)
- Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Mod. 5-6, 2 credits)
- Comparative Equality / Michel Rosenfeld (Mod. 6, 1 credit)
- Freedom of Religion – Advanced / Cole Durham (Mod. 6, 1 credit)

*Government-related courses* (3 credits must be obtained out of 5)
- Constitution-Building in Africa / Markus Böckenförde, Gedion Hessebon (Mod. 4, 1 credit)
- Global Public Administration / Cindy Daase (Mod. 4, 1 credit)
- EU Constitutional Law – Advanced / Ronan McCrea (Mod. 5, 1 credit)
- Constitutionalism in South and South East Asia / Arun Thiruvenkadam (Mod. 6, 1 credit)
- Non-Democratic Constitutionalism / David Landau (Mod. 6, 1 credit)

*Theoretical Perspectives* (2 credits must be obtained out of 4)
- Constitutional Adjudication / Aharon Barak (Mod. 5, 1 credit)
- Critical Race Theory / Mathias Möschel (Mod. 5, 1 credit)
- Europe: Transnational Constitutional Identity / Susanna Mancini (Mod. 6, 1 credit)
- Theory of Fundamental Rights / Matthias Mahlmann (Mod. 6, 1 credit)

*Students are advised to consult their thesis supervisor when selecting restricted elective courses.*
*Students in the Clinical Specialization shall see further requirements.*
Master of Arts in Human Rights

Program Chair: Professor Károly Bárd
Contact: bardk@ceu.edu; 1-927-3294
Office: Nador 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.hu

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 (http://legal.ceu.edu/admissions).
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** (6 credits)
- Development of Legal Systems: Historical Context / Vladimir Petrovic (Mod. 1, 0 credit)
- Introduction to Human Rights / Sejal Parmar (Mod. 1, 1 credit)
- Introduction to Law / Sejal Parmar (Mod. 1, 1 credit)
- Introduction to the Law and Practice of the European Court of Human Rights / Eszter Polgári (Mod. 1, 1 credit)
- Legal Terminology / Eszter Polgári (Mod. 1, 1 credit)
- Computer-based Legal Research / S.J.D. candidates (Mod. 2, 0 credit)
- Introduction to Public International Law / Charlotte Steinorth (Mod. 2, 1 credit)
- Academic Legal Writing and Research / Sejal Parmar, Charlotte Steinorth or Mathias Möschel (Mod. 2-3, 0 credit)
- Thesis Writing Course / CAW Instructor (Mod. 4, 0 credit)

For the mandatory courses Human Rights M.A. students receive a total of 6 credits and shall take additional 22 credits (11 credits from restricted elective courses and 11 credits from elective courses) during the academic year.

**Restricted elective courses (mandatory credits)**

*Rights-related courses* (3 credits must be obtained out of 9)
- Individual and Human Rights / Wiktor Osiatynski (Mod. 3, 2 credits)
- Freedom of Expression: Comparative Law Perspectives / Sejal Parmar (Mod. 3-4, 2 credits)
- The Law of Democracy: Parties and Elections / Daniel Smilov (Mod. 4, 1 credit)
- Freedom of Assembly / Michael Hamilton (Mod. 5, 1 credit)
- Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Mod. 5-6, 2 credits)
- Freedom of Religion – Advanced / Cole Durham (Mod. 6, 1 credit)

*Rights of the Vulnerable and Minority Groups* (3 credits must be obtained out of 8)
- Asylum, Refugees / Boldizsár Nagy (Mod. 2, 1 credit)
- Human Rights in Health / Judit Sándor (Mod. 2, 1 credit)
- Children’s Rights and Juvenile Justice / Károly Bárd (Mod. 3, 1 credit)
- Human Rights of Aliens / Charlotte Steinorth (Mod. 3, 1 credit)
- Peoples’ Rights, Indigenous Peoples’ Rights and Minority Rights in International Law / István Pogány, Boldizsár Nagy (Mod. 4, 2 credits)
- Human Rights in Africa with Special Focus on Gender Issues / Victoria Ijeoma Nwogu (Mod. 5, 1 credit)
- Roma Rights / Bernard Rorke (Mod. 5-6, 1 credit)

**Enforcing Rights & Human Rights Advocacy** (3 credits must be obtained out of 7)
- The UN Human Rights System / Sejal Parmar (Mod. 2, 1 credit)
- Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi & András Mink (Mod. 2-3, 2 credits)
- Mental Disability Law and Advocacy / Oliver Lewis (Mod. 4, 1 credit)
- Designing and Implementing Human Rights Projects / Károly Bárd (Mod. 4-5, 1 credit)
- Human Rights and the Global South / Charlotte Steinorth (Mod. 5, 1 credit)
- International Human Rights Advocacy and Practice / Sejal Parmar (Mod. 5, 1 credit)

**Theoretical Perspectives** (2 credit must be obtained out of 4)
- Critical Perspectives on Human Rights / Charlotte Steinorth (Mod. 4, 1 credit)
- Critical Race Theory / Matthias Möschel (Mod. 5, 1 credit)
- Interpreting the ECHR: Theories and Doctrines / Eszter Polgári (Mod. 5, 1 credit)
- Theory of Fundamental Rights / Matthias Mahlmann (Mod. 6, 1 credit)

Students are advised to consult their thesis supervisor when selecting restricted 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: bardk@ceu.edu; 1-927-3294
Office: Nador 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: http://legal.ceu.edu/master-laws-human-rights
E-learning site: http://ceulearning.ceu.hu

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 (http://legal.ceu.edu/admissions).
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** (5 credits)
- Development of Legal Systems: Historical Context / Vladimir Petrovic (Mod. 1, 0 credit)
- Introduction to Human Rights / Sejal Parmar (Mod. 1, 1 credit)
- Introduction to Public International Law / Roger O’Keefe (Mod. 1, 2 credits)
- Introduction to the Law and Practice of the European Court of Human Rights / Eszter Polgári (Mod. 1, 1 credit)
- Computer-based Legal Research / S.J.D. candidates (Mod. 2, 0 credit)
- Academic Legal Writing and Research / Sejal Parmar, Charlotte Steinorth, or Mathias Möschel (Mod. 2-3, 0 credit)
- Fundamental Rights in Comparative Perspective / Mathias Möschel (Mod. 3, 1 credit)
- Thesis Writing Course / CAW Instructor (Mod. 4, 0 credit)

For the mandatory courses HR LL.M students receive a total of 5 credits and shall accordingly take additional 23 credits (12 credits from restricted elective courses and 11 credits from elective courses) during the academic year.

**Restricted elective courses (mandatory credits)**

**Rights-related courses**

a) **Classics** (5 credits must be obtained out of 9)
- Human Rights and Criminal Justice / Károly Bárd (Mod. 2, 2 credits)
- Freedom of Expression: Comparative Law Perspectives / Sejal Parmar (Mod. 3-4, 2 credits)
- Political Rights in Comparative Perspective / Daniel Smilov (Mod. 4, 1 credit)
- Freedom of Assembly / Michael Hamilton (Mod. 5, 1 credit)
- Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Mod. 5-6, 2 credits)
- Freedom of Religion – Advanced / Cole Durham (Mod. 6, 1 credit)

b) **Contemporary Challenges** (2 credits must be obtained out of 7)
- Human Rights in Health / Judit Sándor (Mod. 2, 1 credit)
- Human Rights of Aliens / Charlotte Steinorth (Mod. 3, 1 credit)
- Article 8 of the ECHR: Core Concepts and New Dimensions / Eszter Polgári (Mod. 4, 1 credit)
- Peoples’ Rights, Indigenous Peoples’ Rights and Minority Rights in International Law / István Pogány, Boldizsár Nagy (Mod. 4, 2 credits)
- Human Rights in Emergency Situations / Mordechai Kremnitzer (Mod. 5, 1 credit)
- Roma Rights / Bernard Rorke (Mod. 5-6, 1 credit)

**Government-related courses** (2 credits must be obtained out of 5)
- Introduction to EU Constitutional Law / Petra Bárd (Mod. 1, 1 credit)
- Constitution-Building in Africa / Markus Böckenförde, Gedion Hessebon (Mod. 4, 1 credit)
- EU Constitutional Law – Advanced / Ronan McCrea (Mod. 5, 1 credit)
- Constitutionalism in South and South East Asia / Arun Thiruvengadam (Mod. 6, 1 credit)
- Non-Democratic Constitutionalism / David Landau (Mod. 6, 1 credit)

**Enforcing Rights and Human Rights Advocacy** (3 credits must be obtained out of 9)
- The UN Human Rights System / Sejal Parmar (Mod. 2, 1 credit)
- Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi & András Mink (Mod. 2-3, 2 credits)
- Courts in Dialogue / András Sajó (Mod. 4, 1 credit)
- Mental Disability Law and Advocacy / Oliver Lewis (Mod. 4, 1 credit)
- Constitutional Adjudication / Aharon Barak (Mod. 5, 1 credit)
- Human Rights Remedies / Jeremy McBride (Mod. 5, 1 credit)
- International Human Rights Advocacy and Practice / Sejal Parmar (Mod. 5, 1 credit)
- Persuasive Argumentation Exercise – Moot Court / Eszter Polgári (Mod. 6, 1 credit)

**Theoretical Perspectives** (2 credit must be obtained out of 4)
- Critical Perspectives on Human Rights / Charlotte Steinorth (Mod. 4, 1 credit)
- Critical Race Theory / Mathias Möschel (Mod. 5, 1 credit)
- Interpreting the ECHR: Theories and Doctrines / Eszter Polgári (Mod. 5, 1 credit)
- Theory of Fundamental Rights / Matthias Mahlmann (Mod. 6, 1 credit)

Students are advised to consult their thesis supervisor when selecting restricted 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: HR M.A. students receive a total of 11 credits for mandatory courses (program- and specialization-specific), and shall take an additional 17 credits (8 credits from restricted elective courses and 9 credits from elective courses) during the academic year.

I. Mandatory courses

1. Program-specific mandatory courses (6 credits)
   - Development of Legal Systems: Historical Context / Vladimir Petrovic (Mod. 1, 0 credit)
   - Introduction to Human Rights / Sejal Parmar (Mod. 1, 1 credit)
   - Introduction to Law / Sejal Parmar (Mod. 1, 1 credit)
   - Introduction to the Law and Practice of the European Court of Human Rights / Eszter Polgári (Mod. 1, 1 credit)
   - Legal Terminology / Eszter Polgári (Mod. 1, 1 credit)
   - Computer-based Legal Research / S.J.D. candidates (Mod. 2, 0 credit)
   - Introduction to Public International Law / Charlotte Steinorth (Mod. 2, 1 credit)
   - Academic Legal Writing and Research / Sejal Parmar, Charlotte Steinorth or Mathias Möschel (Mod. 2-3, 0 credit)
   - Fundamental Rights in Comparative Perspective / Mathias Möschel (Mod. 3, 1 credit)
   - Thesis Writing Course / CAW Instructor (Mod. 4, 0 credit)

2. International Justice Specialization-specific mandatory courses (5 credits)
   - Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi, Andráš Mink (Mod 3-4, 2 credits)
   - Victims’ Rights and Due Process / Károly Bárd (Mod. 5, 1 credit)
   - Accountability for War Crimes / Richard Goldstone (Mod. 6, 2 credits)

II. Restricted elective courses

1. International Justice Specialization-specific restricted elective courses (3 credits must be obtained out of 6)
   - Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th Century / Vladimir Petrovic (Mod. 2-3, 3 credits)
   - Human Rights in Emergency Situations / Mordechai Kremnitzer (Mod. 5, 1 credit)
   - Fair Trial Rights before International Criminal Tribunals / Károly Bárd (Mod. 6, 2 credits)

2. Rights-related courses (3 credits must be obtained out of 9)
   - Individual and Human Rights / Wiktor Osiatynski (Mod. 3, 2 credits)
   - Freedom of Expression: Comparative Law Perspectives / Sejal Parmar (Mod. 3-4, 2 credits)
   - The Law of Democracy: Parties and Elections / Daniel Smilov (Mod. 4, 1 credit)
   - Freedom of Assembly / Michael Hamilton (Mod. 5, 1 credit)
   - Comparative Freedom of Religion / Cole Durham, Brett Scharff (Mod. 5-6, 2 credits)
   - Freedom of Religion – Advanced / Cole Durham (Mod. 6, 1 credit)

3. Enforcing Rights & Human Rights Advocacy (2 credits must be obtained out of 7)
   - The UN Human Rights System / Sejal Parmar (Mod. 2, 1 credit)
   - Mental Disability Law and Advocacy / Oliver Lewis (Mod. 4, 1 credit)
   - OSA Human Rights Documentation Internship / Csaba Szilágyi (Mod. 4, 2 credit)
   - Designing and Implementing Human Rights Projects / Károly Bárd (Mod. 4-5, 1 credit)
   - Human Rights and the Global South / Charlotte Steinorth (Mod. 5, 1 credit)
   - International Human Rights Advocacy and Practice / Sejal Parmar (Mod. 5, 1 credit)

Students are advised to consult their thesis supervisor when selecting restricted 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: HR LL.M. students receive a total of 10 credits for mandatory courses (program- and specialization-specific), and shall take an additional 18 credits (8 credits from restricted elective courses and 10 credits from elective courses) during the academic year.

I. Mandatory courses:

1. Program-specific mandatory courses (5 credits)
   - Development of Legal Systems: Historical Context / Vladimir Petrovic (Mod. 1, 0 credit)
   - Introduction to Human Rights / Sejal Parmar (Mod. 1, 1 credit)
   - Introduction to Public International Law / Roger O’Keefe (Mod. 1, 2 credits)
   - Introduction to the Law and Practice of the European Court of Human Rights / Eszter Polgári (Mod. 1, 1 credit)
   - Computer-based Legal Research / S.J.D. candidates (Mod. 2, 0 credit)
   - Academic Legal Writing and Research / Sejal Parmar, Charlotte Steinorth or Mathias Möschel (Mod. 2-3, 0 credit)
   - Fundamental Rights in Comparative Perspective / Mathias Möschel (Mod. 3, 1 credit)
   - Thesis Writing Course / CAW Instructor (Mod. 4, 0 credit)

2. International Justice Specialization-specific mandatory courses (5 credits)
   - Archives, Evidence and Human Rights / Iván Székely, Csaba Szilágyi, András Mink (Mod. 2-3, 2 credits)
   - Victims’ Rights and Due Process / Károly Bárd (Mod. 5, 1 credit)
   - Accountability for War Crimes / Richard Goldstone (Mod. 6, 2 credits)

II. Restricted elective courses

1. International Justice Specialization-specific restricted elective courses (3 credits must be obtained out of 6)
   - Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th Century / Vladimir Petrovic (Mod. 2-5, 3 credits)
   - Fair Trial Rights before International Criminal Tribunals / Károly Bárd (Mod. 5, 2 credits)

2. Rights-related courses – Classics (3 credits must be obtained out of 9)
   - Human Rights and Criminal Justice / Károly Bárd (Mod. 2, 2 credits)
   - Freedom of Expression: Comparative Law Perspectives / Sejal Parmar (Mod. 3-4, 2 credits)
   - Freedom of Assembly / Michael Hamilton (Mod. 5, 1 credit)
   - Comparative Freedom of Religion / Cole Durham, Brett Scharffs (Mod. 5-6, 2 credits)
   - Freedom of Religion – Advanced / Cole Durham (Mod. 6, 1 credit)

3. Enforcing Rights & Human Rights Advocacy (2 credits must be obtained out of 9)
   - The UN Human Rights System / Sejal Parmar (Mod. 2, 1 credit)
   - Courts in Dialogue / András Sajó (Mod. 4, 1 credit)
   - Mental Disability Law and Advocacy / Oliver Lewis (Mod. 4, 1 credit)
   - OSA Human Rights Documentation Internship / Csaba Szilágyi (Mod. 4, 2 credit)
   - Constitutional Adjudication / Aharon Barak (Mod. 5, 1 credit)
   - Human Rights Remedies / Jeremy McBride (Mod. 5, 1 credit)
   - International Human Rights Advocacy and Practice / Sejal Parmar (Mod. 5, 1 credit)
   - Persuasive Argumentation Exercise – Moot Court / Eszter Polgári (Mod. 6, 1 credit)

Students are advised to consult their thesis supervisor when selecting restricted 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 Mathias Möschel) 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 restricted 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.
HOW TO READ THE SCHEDULE

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Wed 5 Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Legal Terminology</td>
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<tr>
<td>9.00</td>
<td>Group 3</td>
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<td>9.00</td>
<td>S.J.D.</td>
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<td>9.00</td>
<td>5-6</td>
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<td>9.00</td>
<td>N11/616</td>
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<tr>
<td>11.00</td>
<td>Introduction to Human Rights</td>
</tr>
<tr>
<td>11.00</td>
<td>Sejal Parmar</td>
</tr>
<tr>
<td>11.00</td>
<td>5-6</td>
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<td>MB 203</td>
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COURSE DATA IS LISTED AS FOLLOWS (TOP TO BOTTOM):

1. Title of course
2. Group (if applicable)
3. Name of instructor
4. 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:

- Auditorium - Ground floor in the Faculty Tower (FT)
- Gellner Room & Popper Room - First floor in the Monument Building (MB)
- MB/ 201 classroom - Second floor in the Monument Building (MB)
- MB/ 202 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
- N11/201 (Hanák) classroom - Second floor in Nádor St. 11
- Computer Laboratory #1-4 - Basement (-1 floor) in the Faculty Tower (FT)
- Library - First floor of the Faculty Tower (FT)
- TIGY - Courtyard in Nádor St. 11
- OSA - Open Society Archives, Arany János St. 32
## COURSE OFFERINGS (2015-2016)

**Master of Laws in Comparative Constitutional Law (CCL)**

### MODULE I

**August 24 - September 17, 2015**  
**Exams: September 21-26, 2015**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td><strong>MANDATORY COURSES</strong></td>
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<tr>
<td>Development of Legal Systems: Historical Context*</td>
<td>Vladimir Petrovic</td>
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<tr>
<td>Introduction to Public International Law</td>
<td>Roger O'Keefe</td>
<td>28</td>
<td>2</td>
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<tr>
<td>Introduction to US Constitutional Law</td>
<td>Mathias Möschel</td>
<td>28</td>
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<tr>
<td>Library Orientation</td>
<td>Katalin Tikos</td>
<td>2</td>
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<tr>
<td>Orientation on Academic Honesty</td>
<td>Faculty</td>
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<td>Thesis Orientation</td>
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<td><strong>ELECTIVE COURSES</strong></td>
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<tr>
<td>Introduction to EU Constitutional Law**</td>
<td>Petra Bárd</td>
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</table>

**Total:** 5

*Only for those students who do not pass the pre-test.*  
** Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, Courts in Dialogue, EU Human Rights Law and Policy, EU Non-Discrimination Law, and EU Constitutional Law - Advanced); non-credited pre-test is offered.
<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td><strong>MANDATORY COURSES</strong></td>
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<tr>
<td>Academic Legal Writing and Research - Group 1*</td>
<td>Sejal Parmar</td>
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<tr>
<td>Academic Legal Writing and Research - Group 2*</td>
<td>Mathias Möschel</td>
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<tr>
<td>Academic Legal Writing and Research - Group 3*</td>
<td>Charlotte Steinorth</td>
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<td>Computer-based Legal Research</td>
<td>S.J.D. candidates</td>
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<td>0</td>
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<tr>
<td>Elements of Comparative Constitutional Law</td>
<td>Mathias Möschel</td>
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<tr>
<td>Rule of Law in Public Administration: The German Approach</td>
<td>Alexander Blankenagel</td>
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<tr>
<td>Thesis Topic Presentations (in groups)</td>
<td>Faculty</td>
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<td><strong>ELECTIVE COURSES</strong></td>
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<tr>
<td>Clinical course**</td>
<td>Károly Bárd</td>
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<tr>
<td>Equal Opportunity Law</td>
<td>Csilla Kollonay-Lehoczky</td>
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<tr>
<td>Human Rights and Criminal Justice</td>
<td>Károly Bárd</td>
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<tr>
<td>Human Rights and the Rule of Law in the Council of Europe***</td>
<td>Eszter Polgári</td>
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<tr>
<td>Introduction to German Constitutional Law</td>
<td>Alexander Blankenagel</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Jean Monnet Module on European Integration^</td>
<td>Uwe Puetter / Andrey Demidov</td>
<td>(42)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Total:** 7

*Continued in Module 3; only for selected students, selection criteria will be announced separately.

**Continued till Module 5; students will have additional 28 hours of consultations with their academic supervisor throughout the year; restricted to selected students.

***Pre-condition for Courts in Dialogue and Interpreting the ECHR: Theories and Doctrines; non-credited pre-test is offered.

^Only for those who passed Introduction to EU Constitutional Law or the pre-test; two out of the three credits count as cross-listed; ends in Module 3.
## MODULE III

**November 9 - December 11, 2015**  
**Exams: December 14 - 19, 2015**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td><strong>MANDATORY COURSES</strong></td>
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<tr>
<td>Academic Legal Writing and Research - Group 1</td>
<td>Sejal Parmar</td>
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<tr>
<td>Academic Legal Writing and Research - Group 2</td>
<td>Mathias Möschel</td>
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<tr>
<td>Academic Legal Writing and Research - Group 3</td>
<td>Charlotte Steinorth</td>
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<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Freedom of Expression: Comparative Law Perspectives*</td>
<td>Sejal Parmar</td>
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<tr>
<td>Protection of Constitutional Rights</td>
<td>Mathias Möschel</td>
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<tr>
<td><strong>ELECTIVE COURSES</strong></td>
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<tr>
<td>Children's Rights and Juvenile Justice**</td>
<td>Károly Bárd</td>
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<tr>
<td>Civil Rights and Liberties in the UK</td>
<td>Sejal Parmar</td>
<td>14</td>
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<tr>
<td>EU Criminal Justice***</td>
<td>Petra Bárd</td>
<td>14</td>
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<tr>
<td>French Constitutional Law</td>
<td>Mathias Möschel</td>
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<tr>
<td>Jean Monnet Module on European Integration</td>
<td>Uwe Puetter / Andrey Demidov</td>
<td>(42)</td>
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</table>

**Total:** 8

*Continued in Module 4.*  
**Restricted to 15 students.*  
***Only for those who passed Introduction to EU Constitutional Law or the pre-test.*
## MODULE IV

**January 11 - February 18, 2016**  
**Exams: February 22-27, 2016**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td><strong>MANDATORY COURSES</strong></td>
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<tr>
<td>Thesis Writing Course</td>
<td>CAW Instructor</td>
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<tr>
<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Constitution-Building in Africa</td>
<td>Markus Böckenförde / Gedion Hessebon</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Freedom of Expression: Comparative Law Perspectives</td>
<td>Sejal Parmar</td>
<td>(28)</td>
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<tr>
<td>Global Public Administration</td>
<td>Cindy Daase</td>
<td>14</td>
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<tr>
<td>Political Rights in Comparative Perspective</td>
<td>Daniel Smilov</td>
<td>14</td>
<td>1</td>
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<td><strong>ELECTIVE COURSES</strong></td>
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<tr>
<td>Advanced Public International Law</td>
<td>Marjan Ajevski</td>
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<tr>
<td>Courts in Dialogue *</td>
<td>András Sajó</td>
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<tr>
<td>EU Human Rights Law and Policy**</td>
<td>Marie-Pierre Granger</td>
<td>28</td>
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<tr>
<td>US Foreign Policy, Human Rights and the Rule of Law</td>
<td>John Shattuck</td>
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<tr>
<td>The Law of Democracy: Parties and Elections</td>
<td>Daniel Smilov</td>
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<tr>
<td><strong>Total:</strong></td>
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<td><strong>11</strong></td>
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</table>

*Restricted to selected 10 students; only for those who passed Human Rights and the Rule of Law in the Council of Europe or the pre-test. Selection is competitive; selection criteria will be announced separately.

**Only for those who passed Introduction to EU Constitutional Law or the pre-test.
## MODULE V
**March 29 – May 5, 2016**  
**Exams: May 9 - 14, 2016**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Constitutional Adjudication</td>
<td>Aharon Barak</td>
<td>14</td>
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<tr>
<td>Comparative Freedom of Religion*</td>
<td>Brett Scharffs / W. Cole Durham</td>
<td>(28)</td>
<td>(2)</td>
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<tr>
<td>Critical Race Theory</td>
<td>Mathias Möschel</td>
<td>14</td>
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<tr>
<td>EU Constitutional Law – Advanced**</td>
<td>Ronan McCrea</td>
<td>14</td>
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<tr>
<td>Clinical course</td>
<td>Károly Bárd</td>
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<tr>
<td>EU Non-Discrimination Law***</td>
<td>Csilla Kollonay-Lehoczky</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Freedom of Assembly</td>
<td>Michael Hamilton</td>
<td>14</td>
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<tr>
<td>Human Rights in Emergency Situations</td>
<td>Mordechai Kremnitzer</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Interpreting the ECHR: Theories and Doctrines^</td>
<td>Eszter Polgári</td>
<td>14</td>
<td>1</td>
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<tr>
<td>The Future International Legal Order and its Legitimacy</td>
<td>Marjan Ajevski</td>
<td>28</td>
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**Total:** 12

*Continued in Module 6; pre-condition for Freedom of Religion - Advanced.

**Only for those who passed Introduction to EU Constitutional Law or the pre-test.

***Only for those who passed Introduction to EU Constitutional Law or the pre-test.

^Only for those who passed Human Rights and the Rule of Law in the Council of Europe or the pre-test.
### MODULE VI

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<tbody>
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<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Constitutionalism in South and South East Asia</td>
<td>Arun Thiruvengadam</td>
<td>14</td>
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<tr>
<td>Comparative Equality</td>
<td>Michel Rosenfeld</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Comparative Freedom of Religion</td>
<td>Brett Scharffs / W. Cole Durham</td>
<td>(28)</td>
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<tr>
<td>Europe: Transnational Constitutional Identity</td>
<td>Susanna Mancini</td>
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<tr>
<td>Freedom of Religion – Advanced*</td>
<td>W. Cole Durham</td>
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<tr>
<td>Non-Democratic Constitutionalism</td>
<td>David Landau</td>
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<tr>
<td>Theory of Fundamental Rights</td>
<td>Matthias Mahlmann</td>
<td>14</td>
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<tr>
<td><strong>ELECTIVE COURSES</strong></td>
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<tr>
<td>Identity, Gender and Human Rights</td>
<td>Eszter Polgári</td>
<td>14</td>
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<tr>
<td>International Courts as Law-makers</td>
<td>Marjan Ajevski</td>
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<tr>
<td>Perspectives and Problematic of Human Dignity as a Legal Concept</td>
<td>Matthias Mahlmann</td>
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<td>Race and Law in Europe</td>
<td>Mathias Möschel</td>
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*Only for those taking Comparative Freedom of Religion.
# Master of Laws in Human Rights (HR LLM)

## MODULE I

**August 24 - September 17, 2015**  
**Exams: September 21-26, 2015**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<td><strong>MANDATORY COURSES</strong></td>
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<td>Vladimir Petrovic</td>
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<tr>
<td>Introduction to Human Rights</td>
<td>Sejal Parmar</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Introduction to Public International Law</td>
<td>Roger O’Keefe</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to the Law and Practice of the European Court of Human Rights**</td>
<td>Eszter Polgári</td>
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<tr>
<td>Introduction to EU Constitutional Law***</td>
<td>Petra Bárd</td>
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*Total: 5*

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*Only for those students who do not pass the pre-test.*  
** Only for those students who do not pass the credited pre-test.*  
*** Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, Courts in Dialogue, EU Human Rights Law and Policy, EU Non-Discrimination Law, and EU Constitutional Law - Advanced); non-credited pre-test is offered.
# MODULE II

**September 28 - October 29, 2015**  
**Exams: November 2-7, 2015**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
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<td>Academic Legal Writing and Research - Group 1*</td>
<td>Sejal Parmar</td>
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<tr>
<td>Academic Legal Writing and Research - Group 2*</td>
<td>Mathias Möschel</td>
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<td>Academic Legal Writing and Research - Group 3*</td>
<td>Charlotte Steinorth</td>
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<td>Computer-based Legal Research</td>
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<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Archives, Evidence and Human Rights**</td>
<td>Iván Székely, Csaba Szilágyi, András Mink</td>
<td>(28)</td>
<td>(2)</td>
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<tr>
<td>Human Rights and Criminal Justice</td>
<td>Károly Bárd</td>
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<td>Human Rights in Health</td>
<td>Judit Sándor</td>
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<td>The UN Human Rights System</td>
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<td>Asylum, Refugees</td>
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<td>Equal Opportunity Law</td>
<td>Csilla Kollonay-Lehoczky</td>
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<tr>
<td>Jean Monnet Module on European Integration^</td>
<td>Uwe Puetter / Andrey Demidov</td>
<td>(42)</td>
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<tr>
<td>Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th century^^</td>
<td>Vladimir Petrovic</td>
<td>(42)</td>
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Total: **6**

*Continued in Module 3; only for selected students, selection criteria will be announced separately.
**Restricted to 21 students; continued in Module 3.
***Continued till Module 5; students will have additional 28 hours of consultations with their academic supervisor throughout the year; restricted to selected students.
*Only for those who passed Introduction to EU Constituional Law or the pre-test; two out of the three credits count as cross-listed; ends in Module 3.
^Continued in Module 3.
<table>
<thead>
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<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
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<td>Academic Legal Writing and Research - Group 2</td>
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<td>Fundamental Rights in Comparative Perspective</td>
<td>Mathias Möschel</td>
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<td>Freedom of Expression: Comparative Law Perspectives*</td>
<td>Sejal Parmar</td>
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<td>Children's Rights and Juvenile Justice**</td>
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<td>Civil Rights and Liberties in the UK</td>
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<td>EU Criminal Justice***</td>
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<td>Ill-Treatment and Death: European Standards</td>
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<td>Individual and Human Rights^</td>
<td>Wiktor Osiatynski</td>
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<tr>
<td>Jean Monnet Module on European Integration</td>
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<td>Privacy and Data Protection in Biotechnology</td>
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*Continued in Module 4.
**Restricted to 15 students.
***Only for those who passed Introduction to EU Constituional Law or the pre-test.
^Restricted to 25 students.
## MODULE IV
**January 11 - February 18, 2016**  
**Exams: February 22-27, 2016**

<table>
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<td>Article 8 of the ECHR: Core Concepts and New Dimensions</td>
<td>Eszter Polgári</td>
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<td>Constitution-Building in Africa</td>
<td>Markus Böckenförde / Gedion Hessebon</td>
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<tr>
<td>Courts in Dialogue *</td>
<td>András Sajó</td>
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<td>Critical Perspectives on Human Rights**</td>
<td>Charlotte Steinorth</td>
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<td>Freedom of Expression: Comparative Law Perspectives</td>
<td>Sejal Parmar</td>
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<td>Mental Disability Law and Advocacy</td>
<td>Oliver Lewis</td>
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<td>Peoples’ Rights, Indigenous Peoples’ Rights and Minority Rights in International Law</td>
<td>István Pogány / Boldizsár Nagy</td>
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<td>Political Rights in Comparative Perspective</td>
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<td>Comparative Social Protection</td>
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<td>Designing and Implementing Human Rights Projects***</td>
<td>Károly Bárd</td>
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<tr>
<td>EU Human Rights Law and Policy^</td>
<td>Marie-Pierre Granger</td>
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<td>Human Rights Internship (At least 3 weeks)^^</td>
<td>Eszter Polgári</td>
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<td>OSA Human Rights Documentation Internship^^^</td>
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<td>Roma Inclusion Policies^^^^</td>
<td>Violetta Zentai / Andrea Krízsán</td>
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<td>US Foreign Policy, Human Rights and the Rule of Law</td>
<td>John Shattuck</td>
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<td>The Law of Democracy: Parties and Elections</td>
<td>Daniel Smilov</td>
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</table>

* Restricted to selected 10 students. Selection is competitive; selection criteria will be announced separately.
** Restricted to 12 students.
***Continued in Module 5; restricted to 10 students.
^ Only for those who passed Introduction to EU Constitutional Law or the pre-test.
^^ Restricted to 10 students.
^^^ Restricted to selected students; selection criteria will be announced separately.
^^^^ Restricted to 15 students.

Total: 20
## MODULE V
March 29 – May 5, 2016  Exams: May 9 - 14, 2016

<table>
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<td>Aharon Barak</td>
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<td>Comparative Freedom of Religion*</td>
<td>Brett Scharffs / W. Cole Durham</td>
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<td>Critical Race Theory</td>
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<td>Ronan McCrea</td>
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<td>Michael Hamilton</td>
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<td>Human Rights in Emergency Situations</td>
<td>Mordechai Kremnitzer</td>
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<td>Human Rights Remedies</td>
<td>Jeremy McBride</td>
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<td>International Human Rights Advocacy and Practice</td>
<td>Sejal Parmar</td>
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<td>Interpreting the ECHR: Theories and Doctrines</td>
<td>Eszter Polgári</td>
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<td>Bernard Rorke</td>
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<td>Gender and Law</td>
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<td>Human Rights and the Global South</td>
<td>Charlotte Steinorth</td>
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<td>Human Rights in Africa with Special Focus on Gender Issues</td>
<td>Victoria Ijeoma Nwogu</td>
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<td>Selected Issues in Criminology and Forensic Sciences</td>
<td>Petra Bárd</td>
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<td>Victims’ Rights and Due Process</td>
<td>Károly Bárd</td>
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<tr>
<td>The Future of International Legal Order and Its Legitimacy</td>
<td>Marjan Ajevski</td>
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Total: 20

*Continued in Module 6; pre-condition for Freedom of Religion - Advanced.
**Only for those who passed Introduction to EU Constitutional Law or the pre-test.
***Continued in Module 6.
^Only for those who passed Introduction to EU Constitutional Law or the pre-test.
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<td>Constitutionalism in South and South East Asia</td>
<td>Arun Thiruvengadam</td>
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<tr>
<td>Comparative Freedom of Religion</td>
<td>Brett Scharffs / W. Cole Durham</td>
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<tr>
<td>Freedom of Religion – Advanced*</td>
<td>W. Cole Durham</td>
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<td>Non-Democratic Constitutionalism</td>
<td>David Landau</td>
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<td>Persuasive Argumentation Exercise (Moot Court)**</td>
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<td>Roma Rights</td>
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<td>Richard Goldstone</td>
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<td>Europe: Transnational Constitutional Identity</td>
<td>Susanna Mancini</td>
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<td>Fair Trial Rights in Proceedings before International Criminal Tribunals</td>
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<td>Identity, Gender and Human Rights</td>
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<td>International Courts as Law-makers</td>
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<td>Perspectives and Problematic of human Dignity as a Legal Concept</td>
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*Only for those taking Comparative Freedom of Religion.

**Restricted to 10 students.
Master of Arts in Human Rights (HR MA)

MODULE I
August 24 - September 17, 2015 Exams: September 21-26, 2015

<table>
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<td>Development of Legal Systems: Historical Context*</td>
<td>Vladimir Petrovic</td>
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<td>Introduction to Human Rights</td>
<td>Sejal Parmar</td>
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<td>Sejal Parmar</td>
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<td>Introduction to EU Constitutional Law***</td>
<td>Petra Bárd</td>
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Total: 5

*Only for those students who do not pass the pre-test.

** Only for those students who do not pass the credited pre-test.

*** Pre-condition for all EU courses (Jean Monnet Module, EU Criminal Justice, Courts in Dialogue, EU Human Rights Law and Policy, and EU Non-Discrimination Law); non-credited pre-test is offered.
### MODULE II

**September 28 - October 29, 2015**

**Exams: November 2-7, 2015**

<table>
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<th>Professor</th>
<th>No. of Hours</th>
<th>No. of Credits</th>
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<td>Academic Legal Writing and Research - Group 3*</td>
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<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<td>Boldizsár Nagy</td>
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<td>The UN Human Rights System</td>
<td>Sejal Parmar</td>
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<tr>
<td>Clinical course***</td>
<td>Károly Bárd</td>
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<td>Equal Opportunity Law</td>
<td>Csilla Kollonay-Lehoczy</td>
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<td>Human Rights and Criminal Justice</td>
<td>Károly Bárd</td>
<td>28</td>
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<tr>
<td>Jean Monnet Module on European Integration^</td>
<td>Uwe Puetter / Andrey Demidov</td>
<td>(42)</td>
<td>(3)</td>
</tr>
<tr>
<td>Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th century^^</td>
<td>Vladimir Petrovic</td>
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**Total:** 7

*Continued in Module 3; only for selected students, selection criteria will be announced separately.

** Restricted to 21 students; continued in Module 3.

***Continued till Module 5; students will have additional 28 hours of consultations with their academic supervisor throughout the year; restricted to selected students.

^Only for those who passed Introduction to EU Constituional Law or the pre-test; two out of the three credits count as cross-listed; ends in Module 3.

^^Continued in Module 3.
## MODULE III
November 9 - December 11, 2015  
Exams: December 14 - 19, 2015

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
<th>No. of Hours</th>
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<td><strong>MANDATORY COURSES</strong></td>
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<tr>
<td>Academic Legal Writing and Research - Group 1</td>
<td>Sejal Parmar</td>
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<tr>
<td>Academic Legal Writing and Research - Group 2</td>
<td>Mathias Möschel</td>
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<tr>
<td>Academic Legal Writing and Research - Group 3</td>
<td>Charlotte Steinorth</td>
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<tr>
<td>Fundamental Rights in Comparative Perspective</td>
<td>Mathias Möschel</td>
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<tr>
<td>Archives, Evidence and Human Rights</td>
<td>Iván Székely, Csaba Szilágyi, András Mink</td>
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<tr>
<td>Children's Rights and Juvenile Justice*</td>
<td>Károly Bárd</td>
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<tr>
<td>Freedom of Expression: Comparative Law Perspectives**</td>
<td>Sejal Parmar</td>
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<tr>
<td>Human Rights of Aliens</td>
<td>Charlotte Steinorth</td>
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<td>Individual and Human Rights***</td>
<td>Wiktor Osiatynski</td>
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<td><strong>ELECTIVE COURSES</strong></td>
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<td>EU Criminal Justice^</td>
<td>Petra Bárd</td>
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<td>Ill-Treatment and Death: European Standards</td>
<td>Eszter Polgári</td>
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<tr>
<td>Jean Monnet Module on European Integration</td>
<td>Uwe Puetter / Andrey Demidov</td>
<td>(42)</td>
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<tr>
<td>Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th century</td>
<td>Vladimir Petrovic</td>
<td>(42)</td>
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<td>Privacy and Data Protection in Biotechnology</td>
<td>Judit Sándor</td>
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*Restricted to 15 students.  
**Continued in Module 4.  
***Restricted to 25 students.  
^Only for those who passed Introduction to EU Constitutional Law or the pre-test.
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<th>Name of the Course</th>
<th>Professor</th>
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<td><strong>MANDATORY COURSES</strong></td>
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<td>Critical Perspectives on Human Rights*</td>
<td>Charlotte Steinorth</td>
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<tr>
<td>Designing and Implementing Human Rights Projects**</td>
<td>Károly Bárd</td>
<td>(14)</td>
<td>(1)</td>
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<tr>
<td>Freedom of Expression: Comparative Law Perspectives</td>
<td>Sejal Parmar</td>
<td>(28)</td>
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<tr>
<td>Mental Disability Law and Advocacy</td>
<td>Oliver Lewis</td>
<td>14</td>
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<tr>
<td>Peoples’ Rights, Indigenous Peoples’ Rights and Minority Rights in International Law</td>
<td>István Pogány / Boldizsár Nagy</td>
<td>28</td>
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<tr>
<td>The Law of Democracy: Parties and Elections</td>
<td>Daniel Smilov</td>
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<td>Article 8 of the ECHR: Core Concepts and New Dimensions</td>
<td>Eszter Polgári</td>
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<tr>
<td>Comparative-Building in Africa</td>
<td>Markus Böckenhörde / Gedion Hessebon</td>
<td>14</td>
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<tr>
<td>Comparative Social Protection</td>
<td>Csilla Kollonay-Lehoczky</td>
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<tr>
<td>Courts in Dialogue ***</td>
<td>András Sajó</td>
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<td>Human Rights Internship (At least 3 weeks)^</td>
<td>Eszter Polgári</td>
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<td>EU Human Rights Law and Policy^^</td>
<td>Marie-Pierre Granger</td>
<td>28</td>
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<td>OSA Human Rights Documentation Internship^^^</td>
<td>Csaba Szlágyi</td>
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<td>Political Rights in Comparative Perspective</td>
<td>Daniel Smilov</td>
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<tr>
<td>Roma Inclusion Policies^^^^</td>
<td>Violetta Zentai / Andrea Krízsán</td>
<td>-</td>
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<tr>
<td>US Foreign Policy, Human Rights and the Rule of Law</td>
<td>John Shattuck</td>
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*Restricted to 12 students.
**Continued in Module 5; restricted to 10 students.
***Restricted to selected 10 students. Selection is competitive; selection criteria will be announced separately.
^ Restricted to 10 students.
^^Only for those who passed Introduction to EU Constitutional Law or the pre-test.
^^^^ Restricted to selected students; selection criteria will be announced separately.
## MODULE V
March 29 – May 5, 2016   Exams: May 9 - 14, 2016

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Professor</th>
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<td><strong>RESTRICTED ELECTIVE COURSES</strong></td>
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<tr>
<td>Comparative Freedom of Religion*</td>
<td>Brett Scharffs / W. Cole Durham</td>
<td>(28)</td>
<td>(2)</td>
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<tr>
<td>Critical Race Theory</td>
<td>Mathias Möschel</td>
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<tr>
<td>Designing and Implementing Human Rights Projects</td>
<td>Károly Bárd</td>
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<td>Freedom of Assembly</td>
<td>Michael Hamilton</td>
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<td>Human Rights and the Global South</td>
<td>Charlotte Steinorth</td>
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<td>Human Rights in Africa with Special Focus on Gender Issues</td>
<td>Victoria Ijeoma Nwogu</td>
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<td>International Human Rights Advocacy and Practice</td>
<td>Sejal Parmar</td>
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<td>Interpreting the ECHR: Theories and Doctrines</td>
<td>Eszter Polgári</td>
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<tr>
<td>Roma Rights**</td>
<td>Bernard Rorke</td>
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<td>Clinical Course</td>
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<td>Constitutional Adjudication</td>
<td>Aharon Barak</td>
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<td>EU Non-Discrimination Law***</td>
<td>Csilla Kollonay-Lehoczky</td>
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<td>Gender and Law</td>
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<td>Human Rights in Emergency Situations</td>
<td>Mordechai Kremnitzer</td>
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<td>Human Rights Remedies</td>
<td>Jeremy McBride</td>
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<td>Selected Issues in Criminology and Forensic Sciences</td>
<td>Petra Bárd</td>
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<td>The Future of International Legal Order and Its Legitimacy</td>
<td>Marjan Ajevski</td>
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<td>Victims’ Rights and Due Process</td>
<td>Károly Bárd</td>
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*Continued in Module 6; pre-condition for Freedom of Religion – Advanced.
** Continued in Module 6.
***Only for those who passed Introduction to EU Constitutional Law or the pre-test.
## Module VI
### May 17 - June 23, 2016  
**Exams: June 27 - July 2, 2016**

<table>
<thead>
<tr>
<th>Name of the Course</th>
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<tr>
<td>Comparative Freedom of Religion</td>
<td>Brett Scharffs / W. Cole Durham</td>
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<td>Freedom of Religion – Advanced*</td>
<td>W. Cole Durham</td>
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<td>Roma Rights</td>
<td>Bernard Rorke</td>
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<td>Theory of Fundamental Rights</td>
<td>Matthias Mahlmann</td>
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<td>Accountability for War Crimes</td>
<td>Richard Goldstone</td>
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<td>Europe: Transnational Constitutional Identity</td>
<td>Susanna Mancini</td>
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<td>Fair Trial Rights in Proceedings before International Criminal Tribunals</td>
<td>Károly Bárd</td>
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<td>Identity, Gender and Human Rights</td>
<td>Eszter Polgári</td>
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<td>International Courts as Law-makers</td>
<td>Marjan Ajevski</td>
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<tr>
<td>Perspectives and Problematic of Human Dignity as a Legal Concept</td>
<td>Matthias Mahlmann</td>
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<td>Persuasive Argumentation Exercise (Moot Court)**</td>
<td>Eszter Polgári</td>
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<td>Race and Law in Europe</td>
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* Only for those taking Comparative Freedom of Religion.

** Restricted to 10 students.
For LL.M. Students in International Business Law

Anglo-American Legal Concepts
Peter Hay
14 class hours
The structure, methodology, and some institutions of the Anglo-American legal system differ considerably from the "civil law" of Europe, South America, and parts of Asia. Since IBL program introduces many substantive law subjects from the perspective of American law, it is important to become familiar early with how a common law legal system work: the central role of the "case law," the analysis of cases to determine their actual "holdings," the reach of "precedent" and of "res judicata", as well the structure of the American court system. This course explores these and other problems, illustrated by cases.
Assessment is based 10% on class participation and 90% on a written final exam (1 1/2 hours open book in-class exam, with essay type questions, including a hypothetical case).

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

Comparative Bankruptcy Law
Tajti Tibor
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 is based 70% on a final exam and 30% for constructive class participation.

**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 economic 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 environment — 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.

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

**Comparative Antitrust Law**

Csongor Nagy

14 class hours

Antitrust/competition law is one of the most globalized fields of law, certainly because it uses the same world language: economics. Nevertheless, under the surface of superficial unity, competition laws diverge significantly in terms of legal thinking, analytical structure and burden of proof. The course examines how the world’s two leading systems (EU competition and US antitrust law) converge and diverge as to the treatment of agreements restricting competition, abuse of dominant position/monopolization, concentrations/merger control and public and private enforcement; it evaluates the two regulatory patterns through elucidating the key-concepts of US antitrust and EU competition law.

The final grade will be based on class-participation (30%) and final examination (70%), which will be a two-hour open-book in-class exam containing two case-studies.

**Comparative Law of Sales**

Howard Hunter

14 class hours

International trade in goods is one of the major drivers of modern economies. Sales Law, which applies to most purchases and sales of tangible personal property, is a sub-category of contract law adapted to the particular issues most common in transactions that involve goods. Seventy-nine nations, which, taken together, comprise approximately 75% of the total world economy, are parties to the United Nations Convention on the International Sale of Goods ("CISG") which governs sales between parties in member states. Most of the members of the European Union are members as are the various nations which were once part of the USSR. The United States, Canada, China, Japan, Korea, Brazil, and Australia are other members with substantial economies. Notable exceptions to the CISG are the United Kingdom, India, Indonesia and several other Asian and African nations.

The CISG supplants or complements domestic sales law in member states, and it is important to have some sense of the variations between major domestic systems and the CISG. Article 2 of the Uniform Commercial Code in the United States governs domestic sales in the USA, and it provides an interesting comparison with the CISG. The USA is a common law country and the domestic contract law is similar to that of the UK and other members of the common law family. The UCC and the CISG both borrow from the civil law and the *lex mercatoria* and provide some interesting variations on common law approaches to various contract situations.

This course will require students to examine a series of problems — all taken from actual disputes — in the context of the CISG, the UCC, and the common law. In so doing, students will be able to compare and contrast various approaches and will also develop skills in statutory analysis. For students from civil law systems, the course will
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, UNCTRAL, 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. Assessment is based 70% on a final exam and 30% for constructive class participation.

Comparative Social Protection
Csilla Kollonay-Lehoczky
14 class hours

The special character of the course – bringing human rights and business law ideas and students into one class – is based on the close interrelationship between social protection and social security on the one hand and the sound operation of the market under guarantees of political democracy and the guarantee of human rights on the other. The course starts with a short introduction to the historic patterns of welfare regimes, the basic types of legal and institutional structures of social protection and also to the typical situations of the need for assistance (such as inability to work due to illness, age, invalidity or lack of available job). The matching legal solutions will be presented by making comparison between the European and North American approach (public v. private, collective v. individual, insurance v. solidarity/assistance). Special attention is paid to the ongoing structural reforms and privatization of health care and pension systems with particular regard to the problems confronting the Central–East European countries and also some other countries. The course aims at making students familiar with the most important terms and concepts of the pension and health care systems. At the end of the class – returning from social security (social insurance) to issues of the “welfare assistance” housing assistance and the issue of homelessness will be discussed. Evaluation is based primarily on the written exam (70%), home assignments (20%) and class participation (10%).
Competition Law of the EU
Jules Stuyck
14 class hours
This course aims at giving students an insight in the fundamental principles and techniques of European competition law, with a focus on antitrust (restrictive agreements and dominant positions) and merger control. It will discuss some important cases of the European Court of Justice and decisions of the European Commission applying the competition rules as well as the most important pieces of legislation and quasi legislation in this field.
The final grade is based on a written final exam and class participation.

Computer-based Legal Research
S.J.D. Candidates
10 hours
This course consists of one session of presentation combined with on hand practise 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.

Consumer Protection
Caterina Sganga
14 class hours
A continuous, hefty expansion of mass distribution of goods and services, the increased volume of cross-border commerce, and the growing unbalance in the bargaining powers of producers and consumers engendered a heated debate on whether and to which extent legislators should intervene to regulate the market and protect weaker parties. Inspired by the necessity to solve market failures or to promote distributive justice and protect the individual’s fundamental rights and needs, since the 1970s consumer protection has gained momentum as one of the key regulatory aspects of national and international commerce. The legislative and judicial activism of the European Union placed consumer law in the heart of European private law. At the same time, the United States followed the European trend and abandoned their traditional deference towards freedom of contract in favor of a more protective and fairness-oriented regulation of B2C transactions. As a result, today consumer protection law represents a fundamental part of the toolbox of a successful international business lawyer.
This course aims to provide a comparative overview of the subject. After a brief historical introduction on the evolution of consumer law in Europe and the United States, we will analyze the most relevant areas of legislative intervention, such as electronic commerce and distance selling, credit and investment market, sale of consumer goods and related guarantees, product liability, standard contract forms and unfair terms, unfair business practices and regulation of advertisings. Then, we will turn to the analysis of a number of jurisdictional, ADR and choice of law problems, in light of their impact on the effectiveness of consumer protection in cross-border or Internet transactions. Last, we will conclude with a look to the challenges consumer law will need to face in the near future. Each subject will be analyzed in a comparative perspective, with a focus on the reasons underlying the different regulatory choices and on the possible effects of such discrepancies on transnational commerce. Assessment is based 70% on a written final exam (two hour closed book in-class exam, with two short-answer questions and a case study) and 30% on class participation.

Contracts – Introduction with Focus on Civil Law
Markus Petsche
14 class hours
This course provides an introduction to the contract laws of two major civil law jurisdictions: France and Germany. By way of introduction, it discusses the historical development and principal characteristic features of the Code civil and the BGB. It then provides an overview of some fundamental aspects of French and German contract law including (1) contract formation; (2) requirements for contract validity; (3) the legal effects of contracts; (4) remedies for non-performance; and (5) exemptions from liability on the basis of impossibility and hardship. The purpose of this course is to highlight similarities and differences between the two legal systems in terms of concepts, legal institutions, rules, and concrete outcomes in the broader context of the Europeanization (and globalization) of contract law. Assessment for this course is based on class participation (20%) and a final examination (80%).
Contracts - Introduction with Focus on Common Law
Tibor Tajti
14 class hours
The course covers the main features of common law contracts. After a glimpse back in centuries, useful to understand the origin of the great divide between the continental and the Anglo-Saxon approach to the subject, and an overview over general definitions and applicable laws, we will first analyze the distinction between enforceable and unenforceable promises. Next, we will study the process of contract formation (agreement and consideration) and the reasons that may make the contract invalid (legal incapacity, duress and undue influence, mistake, misrepresentation, unconscionability, violation of Statute of Fraud). Moving from the physiology to the pathology of contractual relationships, we will focus on the justifications for non-performance (impossibility, impracticability, frustration, force majeure, modification, rescission, anticipatory breach) and the cases of breach of contract. Finally, we will analyze the choice of remedies and the peculiar construction of quasi-contracts.
Each topic will be linked with the correspondent civil law institution, in order to provide students with a structured comparative knowledge of the subject. Such a framework will constitute the basic platform required to follow most of the specialized courses offered during the LL.M. year.
Assessment is based 70% on a written final exam (two hour closed book in-class exam, with two short-answer questions and a case study) and 30% class participation.

Drafting and Negotiating International Contracts
Hans-Eric Rasmussen-Bonne
14 class hours
Drafting contracts, and in particular international contracts, is a risky business. It is rather a skill developed through experience and not something that can easily be acquired through reading textbooks. Drafting an agreement is often one of the most difficult tasks confronting a young practitioner. The same is true of negotiating such contracts.
The course is structured as follows:
Part A:
Risks in international contracts and instruments to mitigate these risks; Identification of the interests of the parties involved and legal ways to realize these interests; Use of checklists, precedents and standard forms; Structure of an (international) contract; the basic requirements of a well-drafted contract, how to organize the proper representation of the parties
Part B:
International Sales Contract (e.g. documents, payment terms and securing payment, choice-of-law and choice-of-forum-clauses); Issues of International Distribution Contracts (e.g. commercial agent, distributor and joint venture); International Mergers & Acquisitions (e.g. Letter of Intent, Confidentiality, Due Diligence Process, Basic Legal Issues of an M&A transaction); Specific Business and Legal Issues of Venture Capital Investments in technology-oriented companies (e.g. clauses protecting the investment; transfer of technology issues)
The final grade is based on class-participation (10%) and a written final exam (90%).

European Private International Law - Choice of Law
Peter Hay
14 class hours
This course focuses on the choice of the law applicable to issues in cases with international elements, such as border-crossing transactions (contracts, services), conduct in one state that produces damage in another (personal torts, environmental torts), family law problems in international settings (marriage, divorce, support, child custody), international inheritance cases, and in corporate law (legal personality of corporations. Study of particular choice-of-law rules and approaches is preceded by consideration of pervasive problems, such the process of characterization, the role of local public policy, the importance of domicile as a connecting factor, as well as dépeçage. The emphasis will be on inter-European Union law and on choice-of-law problems in cases between EU and US parties.
Assessment is based 90% on a written final exam and 10% on class participation.

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. The final grade is based on class-participation [10%] and a written final exam [90%].

European Union Law I
Markus Petsche
14 class hours
This course deals with the institutional law of the European Union (EU). It examines, by way of introduction, the principal aspects of the historical evolution of the EU. It then explores the basic features of the EU’s role, structure and functioning, including (1) the EU’s competences (including the principles governing the exercise of those competences); (2) its institutions; (3) the various normative instruments adopted by those institutions and the relevant law- and decision-making processes; (4) the effect of EU law and, more particularly, its relationship with the domestic laws of the Member States; (5) the application and enforcement of EU law by the domestic courts of the Member States; and (6) the various functions performed by the Court of Justice of the EU. Assessment for this course will be based on class participation (20%) and a final examination (80%).

European Union Law II
Csongor Nagy
14 class hours
The course covers the rules and case-law of the European Union’s internal market (based on the free movement of goods, persons, services and capital) and the EU competition rules applicable to states (in particular state aid, services of general economic interest and market liberalization). The purpose of the course is to delineate the limits set by the EU’s internal market and competition rules and jurisprudence in respect of national policy formation. The final grade will be based on class-participation (30%) and final examination (70%), which will be a two-hour open-book in-class exam containing two case-studies.

Human Rights and Corporations
Anita Ramasastry
14 class hours
An important and sensitive area of Corporate Social Responsibility is the place of the large private-sector enterprise in respecting international human rights – a mission UN bodies have specifically identified. This course reviews and critically evaluates the hard and soft legal instruments that specify corporate rights, duties and liabilities for human rights transgressions with which these entities may be at least indirectly if not directly involved. The course also identifies some major civil and political rights of employees, customers and other stakeholders which under national laws also may create similar duties and liabilities. In that connection, we also briefly review the possible expansion of national laws of delictual responsibility towards a focus on these international human rights and domestic civil rights. The assessment will consist of an open-book exam with two moderate-length essay questions.

International and Comparative Intellectual Property
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.

The final grade is based on class-participation \[^{30\%}\] and a written final exam \[^{70\%}\].

**International Business Transactions**  
Markus Petsche  
28 class hours  
This course discusses, from a comparative and international law perspective, the principal legal issues arising in connection with selected international commercial agreements. The first part of this course focuses on international sale of goods transactions, with particular emphasis on the UN Sales Convention (CISG). It explores issues relating to contract formation, breach, remedies, and exemptions from liability. The second part of this course deals with selected legal aspects of a number of transactions that are related to the international sale of goods: (1) agency agreements; (2) distribution agreements; (3) letter of credit transactions; and (4) contracts for the carriage of goods. Assessment for this course will be based on class participation (20%), an oral presentation (20%), and a final examination (60%).

**International Civil Litigation**  
Peter Hay  
14 class hours  
This course focuses on issues in private litigation between parties in different states. It treats: first, jurisdiction of courts (including choice-of-court clauses, antisuit injunctions, parallel litigation, notice requirements), service of documents internationally, obtaining evidence abroad; second, international recognition and enforcement of judgments (including different notions of res judicata, defenses, and the public policy exception); and, third, selected family law-related questions, such as recognition and modification of support orders and custody awards. – The emphasis will be on inter-European Union law and on litigational problems between EU and US parties. The final grade is based on class-participation \[^{10\%}\] and a written final exam \[^{90\%}\].

**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 judgement; res iudicata and litispendence; court control over the award, setting aside, recognition and enforcement). The final grade for this course is based on class participation (20%) and a final examination (80%).

**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 is based on a written final exam.
Investments and Investment Disputes
Markus Petsche
14 class hours
This course deals with international investment law. The first part of this course explores the substantive aspects of international investment law and, more particularly, the various protective standards contained in customary and treaty law including (1) the prohibition of unlawful expropriations; (2) fair and equitable treatment; (3) full security and protection; (4) MFN and national treatment; and (5) the prohibition of arbitrary and discriminatory measures. The second part of this course examines jurisdictional and procedural aspects of international investment law and focuses on the particular regime established under the ICSID Convention. It addresses the various requirements for ICSID jurisdiction (consent; concept of investment, nationality of investor etc.) and discusses the possible jurisdictional impact of forum-selection and MFN clauses. It also discusses selected procedural issues, as well as the rules governing challenge, review, and enforcement of ICSID arbitration awards.
Assessment for this course will be based on class participation (20%), an oral presentation (20%), and a final examination (60%).

Labor Law of the European Union
Csilla Kollonay-Lehoczky
14 class hours
The purpose of the course is to build on a basic familiarity with European law of class participants - to give an introduction to the development of and changing attitude towards the protection of workers in employment under European Law. Rules on the freedom of movement of persons are outside the scope of the course. As it is known social principles and goals have entered gradually the European Economic Community based on economic goals originally. The progress concluded in Art. 151 of the Lisbon Treaty declaring the commitment to social values and goals and, more importantly, in article 153 establishing competence for the EU in a broad variety of labour and social affairs.
The course will discuss thirteen themes in five blocks. The first block introduces the specific attributes of labour law related community legislation. The second block covers the directives born in reaction to the growing mobility and flexibility in the common market, such as provisions regarding labour contract, working conditions and basic labour standards. The third block presents the norms providing guarantees in vulnerable situations in case of company restructuring, namely, group dismissals, company transfers and liquidation. The fourth and similarly large block (of two class meetings) will address issues of equal treatment, producing the largest case law of the ECJ in the area of employment and since 2000 growing far beyond the original economic boundaries. The last block of topics will address the role of social dialogue within the shaping of working conditions as well as in the constitutional system of the EU and its member states.
Evaluation is based primarily on the written exam (70%), home assignments (20%) and class participation (10%).

Law and Ethnicity
Tamás Korhecz
14 class hours
The legal regulation of issues related to the ethnicity (language, culture, religion, traditions) of individuals and groups is much more widespread and common than lawyers generally assume. Although facially neutral, legal rules often affect differently individuals belonging to different ethnic groups. Law and Ethnicity course will focus on the following topics: group-neutral and group-sensitive regulation; the issue of collective rights; legal structuring of equality and balance. Attention shall also be devoted to the legitimacy of group rights and the classification of minority rights. The issue of the parliamentary representation of various ethnic groups within electoral systems will be discussed as well. The regulation of language use in ethnically diverse states often generates disputes and conflicts; course will try to identify adequate legal responses to various issues emerging in the environment of ethnic diversity. The official language issues and the issue of personal names will be analyzed through various case studies. The assessment is based on an in class exam at the end of the module.

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. Assessment is based 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 highlighted the fundamental role financing plays in the life of businesses 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 is based 70% on a final exam and 30% for constructive class participation.

**Legal Aspects of Doing Business in Asia**  
**Gary Low**  
14 class hours  
Perhaps best demonstrated by US foreign policy’s pivoting to the region, power is shifting (back) from the West to Asia. While Eurozone countries continue to grapple with the consequences of the 2008 financial crisis, India’s economy is forecasted to grow over 6%, and, in-between them, ASEAN at a collective 5% in 2015. Between the propitious launch of the Asian Infrastructure Investment Bank and the realisation of the ASEAN Economic Community, Asia’s economic rise is set to continue for the foreseeable future. ‘Asia’ is a term often misunderstood. Geographically it connects such countries like Turkey and Japan. That in itself hints at the rich and diverse cultures and legal systems of the many countries encompassed by the term. This is not to mention the important role of history and colonisation, lending to Asian legal systems their many commonalities and differences as between themselves and their European inspirations. This course aims to provide a foundational understanding to the commercial laws of key parts of Asia. Time permitting, these may include general contract law, the law of business organisations, consumer protection regulation, and dispute resolution. For our purposes, the focus will be on legal systems within East and South-East Asia, given the vast amount of trade amongst countries within these regions: these may include China, Japan, Korea, Thailand, Indonesia, Hong Kong, and Singapore. Regional bodies like ASEAN and APEC may also be covered, to the extent that they complement or replace existing municipal laws. The final grade is based on class-participation [10%] and a written final exam [90%].
Mediation
Markus Petsche
28 class hours
This course deals with international business mediation. The first part of this course introduces the participants to basic concepts of negotiation theory and includes a number of group activities and exercises. The second (and main) part of this course 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; stages in the proceedings; 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, including issues pertaining to breaches of confidentiality and arbitrator impartiality.
Assessment for this course will be based on class participation (20%), a written assignment (30%), and a final examination (50%).

Presentation of Evidence in International Arbitration
Martin Hunter
14 class hours
The course covers the theory and practice of fact-finding by arbitral tribunals in international arbitrations which take place pursuant to arbitration clauses in transnational commercial contracts, and under the dispute resolution provisions of investment treaties.
Common law and civil law rules of civil procedure are compared, and the manner in which ‘hybrid’ procedures are adopted by international tribunals are analysed. Included in the syllabus are international practices commonly used for the production of documentary evidence, the presentation and testing of fact witness testimony, the use of experts (retained by the tribunal and/or by the parties) and inspection of the subject-matter of the dispute.
Because emphasis is placed on practice, rather than knowledge, it is a ‘skills-based’ course. It involves interactive seminars and practical exercises based on hypothetical case studies as well as lectures. Final grades are based on the written final exam [90%] and on participation in class [10%].

Regional Trade Agreements
Armand de Mestral
14 class hours
This course focuses on the important phenomenon of regional trade agreements. By 2013, these agreements have come to number some 400 and have been signed by virtually all the members of the World Trade Organisation (WTO). They constitute both a significant attempt to order international economic relations as well as a serious challenge to the primacy of the multilateral trading order established under the WTO. The type, content and purpose of these agreements varies considerably from country and region, although various patterns have emerged. This course is a complement to the general introductory course on the WTO (given by professor Barcelo). Ideally students should take both courses.
The final grade is based on class-participation [10%] and a written final exam [90%].

Thesis Writing Course
CAW Instructor
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 legal issues raised in connection with occurrences that disturb, disrupt or threaten the conduct of international business transactions. It distinguishes between three categories of threats: (1) threats stemming from State action (e.g. economic sanctions such as embargoes, boycotts, etc.; changes in the legislative environment); (2) threats attributable to the conduct of the parties (e.g. bribery; fraud); and (3) threats arising from external events such as armed conflict or terrorist attacks. Based on these distinctions, this course explores the impact of each category of occurrences on the conduct of international business transactions; the legal remedies or sanctions attached to these events; and contractual and strategic tools to either avoid or solve the problems concerned. Assessment for this course is based on class participation (20%) and a final examination (80%).

William C. Vis International Commercial Arbitration Moot  
TBA  
14 class hours  
CEU is one of the participants of the international moot court competition devoted to the Vienna International Sales Convention (CISG, 1980) and international commercial arbitration (see: http://en.wikipedia.org/wiki/Willem_C._Vis_Moot) and has been represented by one team on the Vienna finals for more than a decade. Students who actively participate in all the activities: research, drafting of the memoranda for the claimant and respondent, oral hearing rehearsals and finals in Vienna may earn one credit upon the approval of the Program Chair. For past years the CEU moot team has travelled to various Pre-Moots and has hosted its own one. The department is normally in the position to cover the costs of travel and stay related to Pre-Moots and in Vienna for those team members who will be selected to represent CEU in Vienna.

WTO/GATT Law  
John J. Barceló  
14 class hours  
The course will include a study of (i) the basic WTO/GATT rules and principles that control national trade policies; (ii) dispute settlement in the WTO/GATT; and (iii) the WTO/GATT as a trade policy negotiating forum. The course will also treat the basic economic principles underlying the major WTO/GATT rules and will consider the extent to which trade rules should accommodate environmental policies. Topics covered will include the prohibition of quantitative restrictions, the two nondiscrimination principles in the WTO/GATT (most favored nation and national treatment), and derogations from these principles (the exception for regional arrangements and the exception for legitimate regulatory policies). The final grade is based on class-participation [10%] and a written final exam [90%].
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 Möscher, Sejal Parmar, Charlotte Steinorth
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 note-taking; organising and structuring written work. The course is organised 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 Module 1.

Accountability for War Crimes
Richard Goldstone
28 class hours
Individuals are increasingly subject to prosecution for violations of international humanitarian law (the law of armed conflict) both in national courts and, now more prominently, in international tribunals. The cases of Adolph Eichmann and Augusto Pinochet of Chile are examples of the first type of jurisdiction. The cases of Slobodan Milosevic of Serbia and Charles Taylor of Liberia illustrate the latter. Within the coming few years, with the closing of the UN ad hoc tribunals for the former Yugoslavia and Rwanda and the Special Court for Sierra Leone, the International Criminal Court will effectively be the only international criminal tribunal. In this course we will examine the applicable law of international crimes; the choices of procedure for international courts; problems relating to enforcement of orders and judgments of international courts; and the challenges posed by the complementary jurisdiction of the International Criminal Court. We will also concentrate on the political dimensions of international criminal justice. The final grade is based on in-class participation (10%) and an in-class final exam (90%). The final exam is a two-hour open book in-class exam, with two or three essay type questions.

Advanced Public International Law
Marjan Ajevski
14 class hours
The course takes an in-depth look at global contemporary issues from an international legal perspective and critically engages with the complex interaction of legal regimes regulating behaviour across borders and facilitating communal action. Substantive areas covered in this course include international legal efforts to respond to the threats posed by environmental degradation, the rise of piracy, and the use of weapons of mass destruction. Additionally, the course will examine current controversies in the field of international law, including the legality of regime change, the existence of a right of remedial secession and the issue of hegemony in international law. Upon successful completion of the course students will have a nuanced understanding of the role and limits of international law in global governance.

Archives, Evidence and Human Rights
Iván Székely, András Mink, Csaba Szilágyi
28 class hours
The Open Society Archives (www.osaarchivum.org), one of the most significant Cold War and human rights archives in the world, offers a two-credit interdisciplinary course to the students of the Human Rights Program of the Legal Studies Department. 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 law. Case studies will illustrate the problems of using and evaluating evidence, 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 historical/human rights narratives from diverse archival sources will be introduced, along with a widely used electronic system of managing human rights information. The course is cross-listed with other CEU departments to attract students with different backgrounds working on topics related to recorded memory, historical analysis and representations of oppressive regimes or retroactive justice. Grading is based on a take-home essay on predefined topics, as well as individual research into OSA documents, class participation, and individual consultations with the respective supervisors.
Article 8 of the ECHR: Core Concepts and New Dimensions
Eszter Polgári
14 class hours
Article 8 of the European Convention on Human Rights essentially guarantees the right to respect for private and family, home and correspondence. Despite the clear wording of the text, 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. The course aims at providing a case-based overview of this evolution and illustrate how the traditional understanding of the right to private and family life (e.g. personal identity, physical integrity, minority belonging or illegitimacy) has been broadened in response to the more recently surfaced issues, such as environmental protection, secret surveillance and data protection, or same-sex families. It also touches upon the borderline cases and explores the limits of ‘reading in’ new rights into Article 8.

Final evaluation is based on in-class participation (10%), oral assignments (10%), group exercise (15%), written assignments (20%) and take-home final paper based on individual research (45%).

Asylum, Refugees
Boldizsár Nagy
14 class hours
After a relative calm period in the early 2000s the plight of refugees and internally displaced persons is on the front pages of newspapers again. More than 3 million have fled Syria, the Southern shores and eastern borders of the European Union are crossed by tens of thousands of undocumented people undertaking extremely perilous (and often fatal) journeys.
Is universal refugee law offering an adequate answer? Can it, at all? Did the European Union remain faithful to its traditions of protecting the vulnerable, offering safety to the refugees of non-democratic regimes?
This course investigates forced migration as a social phenomenon in legal context. Heavy emphasis will be put on the evolving scholarly and judicial interpretation of the 1951 UN Convention Relating to the Status of Refugees and to the most recent European developments, including the completed second phase of the Common European Asylum System and the debates surrounding it. Due to the brevity of the course other regional refugee regimes will only percursorily be addressed.
The course relies on the active participation of the students and normally its final shape adjusts to their wishes. No specific legal background is required. An elementary familiarity with the basic concepts of the sources of international law (treaties, customary law) is welcome.
Attendance, participation (occasionally including a team report) and a final written exam are the basis of evaluation.

Children's Rights and Juvenile Justice
Károly Bárd
14 class hours
The course will address the question if there is genuine need to have special human rights instruments for specific groups including children? Further the universal/local dilemma will be discussed with regard to children’s rights. Following an overview of the development of international instruments the unique nature of the Convention on the Rights of the Child will be discussed. Different models of the juvenile justice system will be presented as well as trends in juvenile justice as reflected in UN documents and in the jurisprudence of the European Court of Human Rights and the US Supreme Court.
Assessment is based on in-class participation (20 per cent), group exercise (10 per cent) and in-class final exam (70 per cent). The final exam is a two-hour open book exam.

Civil Rights and Liberties in the UK
Sejal Parmar
14 class hours
This course examines the protection of human rights in the UK under the Human Rights Act 1998 since its entry into force on 2 October 2000. The course analyses the core provisions of the HRA and the obligations on public authorities and the judiciary that it establishes. Drawing on the case law of the UK courts across a range of civil and political rights, the course assesses the impact of the HRA upon the protection of these rights in the UK. It examines judicial decisions relating to the deprivation of life, anti-terrorism policies, privacy and the media, prisoners’ rights and public protest. It will also address contemporary debates concerning a Bill of Rights for the UK.
The final grade will be based on class participation (10%), one written assignment (30%) and a final exam (60%).

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Clinical Course
Károly Bárd
14 class hours
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 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 is based on a final exam.

Comparative Freedom of Religion
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 l 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.

Comparative Social Protection
Csilla Kollonay-Lehoczky
14 class hours
The special character of the course – bringing human rights and business law ideas and students into one class – is based on the close interrelationship between social protection and social security on the one hand and the sound
operation of the market under guarantees of political democracy and the guarantee of human rights on the other. The course starts with a short introduction to the historic patterns of welfare regimes, the basic types of legal and institutional structures of social protection and also to the typical situations of the need for assistance (such as inability to work due to illness, age, invalidity or lack of available job). The matching legal solutions will be presented by making comparison between the European and North American approach (public v. private, collective v. individual, insurance v. solidarity/assistance). Special attention is paid to the ongoing structural reforms and privatization of health care and pension systems with particular regard to the problems confronting the Central- East European countries and also some other countries. The course aims at making students familiar with the most important terms and concepts of the pension and health care systems. At the end of the class – returning from social security (social insurance) to issues of the “welfare assistance” housing assistance and the issue of homelessness will be discussed. Evaluation and grading is based primarily on the written exam (70%), home assignments (20%) and class participation (10%).

Computer-based Legal Research
S.J.D. Candidates
14 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.

Constitution-Building in Africa
Markus Böckenförde, Gedion Hessebon
14 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-Saharan 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 programmes.
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 one of the instructors in Sudan, Southern Sudan, Libya, Tunisia, Somalia, Uganda.
Assessment based on class participation [10%], assignments [15%], and a final essay [75%].

Constitutional Adjudication
Aharon Barak
14 class hours
The course will deal with the distinction between the scope of rights, their limits and the limits on the limits. We will discuss questions concerning scope of rights, definite or prima facia characters of the rights and the distinction between positive and negative rights.
As to the limitation of rights, we will discuss two main models for limitation of rights: the American model of scrutiny, and the European model of Proportionality. We will analyze the components of Proportionality, and will concentrate on balancing. We will compare both models, and discuss the Pros and Cons of each one of them.
Grades will be based on a short paper.
Constitutionalism in South and South East Asia
Arun Thiruvengadam
14 class hours
This course seeks to provide an overview of constitutionalism in four countries that are located in South and South East Asia: India, Indonesia, Singapore and Sri Lanka. Two of these are among the largest, most pluralistic nations in the world, while the remaining two are small island states. All four nations experienced long periods of colonial rule, which continues to have a decisive impact on their post-colonial legal and constitutional orders. Further, in each of these nations, discussions about constitutionalism have become enmeshed within larger societal debates about economic development and cultural values. All four nations have been identified as playing vital roles in the ‘rise of Asia’ narrative that is currently on the ascendance. By studying the constitutional orders in these nations together, this course aspires to have a rich, interdisciplinary conversation about constitutionalism, within Asia and beyond. The emphasis will be on comparative constitutional insights, and students will be encouraged to draw upon the constitutional experience of their own home jurisdictions. The course will rely heavily upon discussions within class as a way of advancing the common learning experience of all within the class. To this end, the course will assess students through the following modes: class participation (20%), short response papers (20%) and a final, take-home exam (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. Assessment is based on class participation (10 per cent), assignments during the course (30 per cent) and a written final paper (60 per cent). This course is limited to 10 students selected in a competitive application process. This course is only available for those students who passed Introduction to the Law and Practice of the European Court of Human Rights / Human Rights and the Rule of Law in the Council of Europe, or the respective pre-tests.

Critical Perspectives on Human Rights
Charlotte Steinorth
14 class hours
While the (success) story of human rights has generally been celebrated as one of moral progress, a growing body of critical literature is challenging this dominant narrative pointing to the limits and shortcomings of the human rights project. The course will explore diverse critiques of the contemporary human rights regime and highlight ambivalences and blind spots of human rights scholarship and practice. Through engagement with key texts of legal theorists and scholars of other disciplines the course invites reflection on the promise and limits of human rights as a tool for emancipation and empowerment. The course requires a high level of active student participation and presupposes the willingness to question conventional thinking. Assessment will be by way of class participation (10%), one mini-presentation (20 %) and one written assignment (70%). The written assignment will consist of a 3000 word essay.

Critical Race Theory
Mathias Möschel
14 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“ and „legal storytelling“. This will allow at the same time to better understand the legal developments 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. The final grade is based on class-participation [10%], written assignments [30 %] and a written final exam [60%].
Designing and Implementing Human Rights Projects
Károly Bárd
14 class hours
This course is a practical opportunity to conduct research on different human rights issues that OSI programs and other Budapest-based NGOs are dealing with and to develop advocacy strategies on how to remedy the situation from a civil society perspective with the help of mentors experienced in the field. This course is limited to 12 students.

Development of Legal Systems: Historical Context
Vladimir Petrovic
14 class hours
This introductory course aims to provide historical background for understanding of influences on the development of major legal traditions. Students are invited to interpret legal documents as both outcomes and creators of historical processes. This approach strives to help students understand the dual nature of legal and constitutional texts - being historical text written in a particular historical situation, on the one hand, and being normative and timelessly conceived legally binding documents.
This active relationship between history and law is analysed through active engagement with legal and historical sources from several distinctive periods. Particular attention is given to the documents and periods relevant for the development of constitutionalism. Pivotal documents of English legal history from Magna Charta Libertatum to Habeas Corpus Act and their influence on constitutional debates in the United States are seen in light of their historical context. Connections between the American and French revolutions are analyzed through the great Declarations that came to symbolize them. In addition to analyses of order and revolution, the course covers ideological developments and their influences on state and nation-building. Different legal traditions of 19th century Europe are scrutinized with a particular emphasis on France and Germany, from the Empire, through the Weimar and Third Reich to the post-War period. Lastly, the emergence of international humanitarian law and human rights law are tracked through the 20th century, against the background of the totalitarian experience of the same period. Scrutiny of the revival of international criminal law through the activity of international tribunals (ICTY, ICTR, ICC) presents an exit point of the course, connecting historical background with present and future concerns.
Combining the forms of lecture and seminar, the course revisits these periods with the help of the required readings, sources and recommended readings. Alongside with the required readings, students are expected to work with the sources, pursuant to the small research tasks outlined beside each source. Recommended readings related to the topics should be consulted, and the lecturer is available for consultations on further readings.

Elements of Comparative Constitutional Law
Mathias Möschel
14 class hours
This course will look the basic notions and institutions of comparative constitutional law. Core issues relating to the presence or absence of a written constitution, different forms of parliamentarianism, to the separation of powers and the related issue of checks and balances, constitution making, as well as the different existing models of constitutional courts and judicial review will be analyzed by looking at the examples of some of the main constitutional systems around the world. Assessment is based on class participation, a mid-term assignment, and a written in-class final exam.

Equal Opportunity Law
Csilla Kollonay-Lehoczky
14 class hours
Traditional and recent views on the concept of "equality" and "equal opportunity" are confronted in the course. Starting from basic terms of equality protection it introduces students to the dynamics and developing layers of the concept from non-discrimination to substantive equality, of the progress from numerical to substantive diversity of societies and social groups. The analyzed laws and jurisprudence (mainly US, European and UN) help the students to compare and understand the different ways of approaching equality of the major national and international legal systems. Course discussion will cover individual and social aspects of the right of all persons to equal chances in evolving and succeeding in society, with special regard to the right to a freely chosen occupation. Discussing the theoretical and practical difficulties of reaching social equality through legal means, the course will primarily address the issue of vulnerable groups. The human rights approach to disability, the controversial issues of age discrimination, as well as the wavering approach to the positive measures for eliminating racial discrimination will be analysed. The course provides students with familiarity of the changing concepts of equality and equal opportunity, its forms and content in the interpretation of legal norms and prominent legal cases. Special emphasis is laid on issues of
assimilation, social integration, the asymmetry and limits of the relevant concepts – and, last but not least, on the positive duties and possible positive actions of the state.
Evaluation is based primarily on the written exam (70%), home assignments (20%) and class participation (10%).

EU Constitutional Law – Advanced
Ronan McCrea
14 class hours
The course consists of fourteen class hours dedicated to providing an in-depth analysis of the constitutional law of the European Union. The course is intended to focus on major themes within the Union’s constitutional law in order to answer the question “What kind of polity is the European Union?”, to provide an in-depth analysis of the Court of Justice, how it reasons and what are the most successful ways of litigating before it and finally, to assess the constitutional future of the Union in the light of the financial crisis. The course will focus on three main areas: institutional and political matters (the role of the Court, how it reasons, and relationships between the Union and Member States), fundamental values of the Union (democracy, citizenship, equality and secularism) and the capacity of the Union and its structures to meet current and future challenges.
This course is only available for those students who passed Introduction to EU Constitutional Law or the pre-test.

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 Tampere, Hague and Stockholm multi-annual programs, and the Action Plan implementing the last will be singled out. Institutional actors in the area of criminal justice, and the strengthened role of the European Parliament will be presented before discussing 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 substantive criminal law. 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 Introduction to EU Constitutional Law or the pre-test.
The final grade is based on a written take-home assignment [20%], in-class participation [20%] and a closed-book, in-class final exam.
This course is only available for those students who passed Introduction to EU Constitutional Law or the pre-test.

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 Introduction to EU Constitutional Law or the pre-test. Assessment is based on a take-home assignment.
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?

The final grade will be determined in the light of the paper (80%) and of participation in class and discussion (20%).

European Non-Discrimination Law
Csilla Kollonay-Lehoczky
14 class hours
The course presents the students with a short view of the development of non-discrimination law in Europe that has grown to a voluminous area of law (norms and case law) in the last one and a half decade not only through the progress of the European Union, but also the concept and scope of non-discrimination in the European human rights conventions, such as the ECHR (Art. 14) and the (Revised) European Social Charter. Protocol no. 12 to the ECHR has to be mentioned, the “Article 13 Directives” of the EU (let alone Art. 13 of the Amsterdam Treaty itself) prohibiting discrimination on a number of grounds and in several areas of life. The process has been topped by adoption of the Charter of Fundamental Rights having the same mandatory force as the EU Treaties. Fundamental concepts such as direct and indirect discrimination, and the various forms of discriminatory treatment as well as the prohibited grounds of discrimination (including the awareness of the different list of protected attributes) will be the core subject matters of the course. The comparison of the areas of life in which discrimination is prohibited under the various European treaties and conventions will also present the students with broadening scope. Exceptions and issues of effective enforcement will close the course. Throughout the various specific topics the course will also demonstrate the interrelationship and interaction between the prohibition of discrimination under the EU and the Council of Europe human rights law.

Evaluation is based primarily on the written exam (70%), home assignments (20%) and class participation (10%). The course is available only for those students who passed Introduction to EU Constitutional Law or the pre-test.

Fair Trial Rights in Proceedings before International Criminal Tribunals
Károly Bárd
28 class hours
The course will focus on international due process standards as guaranteed in trials of defendants accused of the most serious crimes before international tribunals and also national courts trying international crimes. The course will address the particularities of so called historical trials, the multiple functions this type of trials are expected to accomplish and the difficulties they are faced with. Following a brief description of the historical background of the creation of the International Criminal Court (ICC) and the analysis of the operation of the Nuremberg Military Tribunal, the ad-hoc international tribunals and hybrid and internationalized courts the procedure to be followed by the ICC will be discussed in details in the light of international fair trial standards. In addition to defendant’s rights also the status and rights of crime victims will be discussed. The course will extend to the demonstration of the impact of different legal systems and of their human rights concepts on theICC Statute as reflected in the provisions on procedure, on penalties and on the enforcement of judgments. Also the review by the ECtHR of the fairness of the proceedings conducted by national courts when trying crimes committed during totalitarian regimes will be covered in depth.

The final grade is based on in-class participation (20 per cent), group exercise (10 per cent) and in-class final exam (70 per cent). The final exam is a two and a half-hour open book exam.
Freedom of Assembly
Michael Hamilton
14 class hours
State authorities have an obligation to protect and facilitate peaceful assemblies — from Pride parades to funeral pickets, from ‘Critical Mass’ bicycle rides to protest camps. This course will examine the ways in which law commonly seeks to regulate freedom of assembly — what kinds of assembly are (or ought to be) protected? What kind of regulation is (or might legitimately be) permitted? How should State authorities respond to spontaneous gatherings, simultaneous meetings, counter-demonstrations or protests on private property? Through comparative analysis of national and international cases, students will gain a thorough grounding in the core standards governing the legal protection of public protest. Students will also be encouraged to reflect on the values which underlie the protection of this fundamental freedom and the practical challenges that arise in its facilitation.

The final grade will be based on a written assignment (30%), and a final examination (70%). In-class participation may also be taken into account where a student obtains a borderline grade.

Freedom of Expression: Comparative Law Perspectives
Sejal Parmar
28 class hours
This course considers the law of freedom of expression from comparative law perspectives. It begins with an examination of some of the principal justifications for the human right to freedom of expression as an indispensable condition for the full development of the person and as a foundation for every free and democratic society. Whilst the course pays due attention to international law on freedom of expression, it focuses on the emergence and evolution of the protection of freedom of expression (or freedom of speech) in Europe, under the European Convention on Human Rights (ECHR), and in the United States, under the First Amendment. It examines key jurisprudence on the permissible limitations on freedom of expression on the grounds of other rights (such as equality or non-discrimination) or interests (such as public order and national security). In doing so, the course addresses the challenges to freedom of expression posed by, among other things, the regulation of offensive and extremist speech, laws on “hate speech” and incitement, the regulation of the media, defamation laws and anti-terrorism legislation.

The final grade will be based on class participation (10%), two written assignments (15% each, 30% in total) and one final, closed book exam (60%).

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.

Grades will be based on a short paper.

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

French Constitutional Law
Mathias Möschel
14 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.

The final grade is based on class participation (10%), a mid-term written assignment (30%) and a written final exam (60%).

Fundamental Rights in Comparative Perspective
Mathias Möschel
14 class hours
How do constitutions protect individual or collective rights? This course will focus on key concepts and mechanisms relating to rights protection in a comparative perspective. Elements that will be studied during this course relate to the procedural issues of judicial review (standing, admissibility, direct or indirect individual complaint mechanisms),
to certain substantive constitutional rights, to the issues of vertical or horizontal effect of constitutional decisions and constitutional rights in multi-level systems of protection.

The final grade is based on class participation [10%], written assignments [20%] and a written final take home exam [70%].

Gender and Law
Csilla Kollonay-Lehoczky
14 class hours
The main goal of the course is to give an introduction to some selected fundamental problems that prevent, up to now, the equality – equal status, equal freedom and equal access to occupational, professional and other opportunities – of men and women. The selected problems will include gender stereotypes at work and outside workplace, the problem of “male” and “female” identities, imbued with elements of dominance and subordination, and contributing to everyday discrimination not only against women but also against persons of non-standard sexual identity. Reproductive freedom is addressed in multiple context: the freedom not-to-have and to have a child, regardless to medical or social circumstances. Exceptions from the prohibition of discrimination – when differential treatment on the basis of sex is permitted with reference to occupational qualifications or requirements – will be analysed, revealing the hidden stereotypes as well as the hierarchical way of thinking behind some prominent court decisions. Harassment, as one form of sex-discrimination (based also on gender identity stereotypes) will be addressed as a workplace issue on the one hand and also as an issue of equal opportunities in education. The aim is to present the slow change of the law from considering it as an individual issue and blaming the victim first to establishing the responsibility of the employer for prevention and sanctioning harassment. Pointing at the differences between countries underlines the interrelationship with the overall value attributed to men and women in the society. Domestic violence and rape are two core issues and similar to workplace harassment in the context of legislation and law enforcement. The way from vast impunity to hesitant prosecution has not entirely abandoned, up to these days, the inclination to blame first of all the victim in several countries. The hierarchy between the male and female class and the slow change of public mind will be introduced together with the legislative and jurisprudential results.

Evaluation is based primarily on the written exam (70%), home assignments (20%) and class participation (10%).

Global Public Administration
Cindy Daase
14 class hours
We will start our explorations of the exercise of global (public) administration and (public) authority with the writings of scholars of different disciplines that have entered into an on-going dialogue about the changing world order. Their debates are shaped by intra-state crises that demand for an expanded view on coordinated actions between states and/or non-state actors. They are also driven by the awareness that the UN-system alone cannot address contemporary challenges effectively, and that the so-called Westphalian state system does not provide a sufficient framework for the regulation of international and transnational interactions on the global, regional, and domestic level. Additionally, public functions are not only performed by states, but also by international and supranational organisations, and increasingly by NGOs that participate in international decision- and lawmaking processes. Our sessions will focus on topics such as:
• Global Constitutionalism
• Global Administrative Law
• Law and Global Governance
• The exercise of public authority by international institutions
• International authority and the Responsibility to Protect.

With each topic we will turn the focus on selected legal and were appropriate also political theories. Practical examples will enable us to critically assess their explanatory power. These theoretical approaches as well as the examples will be the basis for your presentation, review essay, and short research paper.

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 relation between human rights and criminal law and the models of the criminal process are 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. Further, case law on the courts' independence and impartiality, the right to silence on the presumption of innocence, the right to defense, issues related to evidentiary law 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. In addition to the in depth analysis of the case law of the European Human Rights Court the relevant jurisprudence related to Articles 14 and 15 of the International Covenant on Civil and Political Rights shall also be referred to. The final grade is based on in-class participation (20 per cent), group exercise (10 per cent) and in-class final exam (70 per cent). The final exam is a two and a half-hour open book exam.

**Human Rights and the Rule of Law in the Council of Europe**
Eszter Polgári
14 class hours
The course aims at familiarizing students with the functioning of the ECHR system and the jurisprudence of the European Court of Human Rights: the complaint procedures, the scope of the rights covered and the basics of methods and doctrines of interpretation. Additionally, it seeks to explore the role of the Council of Europe in general, and the Venice Commission and the Court in particular, in protecting constitutionalism and rule of law. Through case-studies the course briefly analyzes the relationship between domestic constitutional players and the responsible organs of the Council of Europe. Final evaluation is based on in-class participation, not limited to oral assignments (10%), case analysis – group exercise (15%), written assignments (25%) and an in-class final exam (50%).

**Human Rights in Health**
Judit Sándor
14 class hours
Human rights in health represent a complex and dynamically changing legal field, an intersection of public health, medical law and human rights. Human rights in the health care field developed in the realm of international human rights (the rights mentioned in the European Convention on Human Rights and Biomedicine, such as the right to dignity and equal treatment) while others have originated from personal rights (such as the right to consent and refusal) or simply derived from health care law (right to complain, access to services). Bioethical norms seek to regulate the conduct of scientific research; the access to and safety of technology solutions; the availability and quality of medical services, essential medications, and other preconditions for health. Several new legal questions test the frontiers of patients’ rights: for example, does right to self-determination include the right to decide over someone’s own biological samples? This course will provide texts and cases with the aim to develop multidisciplinary analysis of rights within health care. Evaluation: active participation in seminar discussion, based on the required readings and seminar presentations (20%); and a written final exam paper (80%).

**Human Rights in Africa with Special Focus on Gender Issues**
Victoria Ijeoma Nwogu
14 class hours
This course will expose students to the African Human Rights system and challenges of implementation and enforcement. It will further engage students to gain in-depth understanding of the unique perspectives of women's rights in Africa through the examination of issues such as cultural relativism and conflicts with universal human rights principles; legal pluralism and gender discriminatory customs and traditions which infringe on the enjoyment of women's rights and the lack of political will to fulfill commitments to gender equality on the continent. Assessment is based on a final examination [70%], an assignment [15%], and class participation [15%].

**Human Rights in Emergency Situations**
Mordechai Kremnitzer
14 class hours
The dilemma concerning the subject stems from the following tension. On one hand, it is plausible to assume that an emergency may justify specific infringements on human rights required for handling the emergency. On the other hand, it is also reasonable to be concerned from abuse of the emergency argument, both as to the decision upon existence of an emergency and as to the implications of such existence on human rights. As the main example for an emergency situation we shall turn to modern terrorism. The specific issues to be dealt with are the justification (or lack of it) for special infringement on human rights in emergency, such as freedom of speech, freedom of association, the right of privacy, the right to due process. Specific measures will be examined, such as torture or special means of interrogation of suspects, administrative-preventive detentions, detentions for bargaining, demolition of houses, disqualification of citizenship, disqualification of parties and lists of candidates, ethnic profiling, targeted killings, special courts.
The proper role of the different institutions will also be discussed; among others: the security services and the judiciary.
The final grade is based on class-participation [10%] and a written final exam [90%].

Human Rights and the Global South
Charlotte Steinorth
14 class hours
The course explores the North-South dimension of contemporary human rights issues focusing on the human rights challenges affecting human beings in the Developing World. Substantive issues addressed in the course include the right to development, the promotion of democracy and good governance, the role of multinational corporations and the trade in natural resources. Upon completion of the course students will have gained familiarity with relevant human rights frameworks and the ability to engage with contemporary debates in the field of global justice.
Assessment will be by way of class participation (20 %) and a closed book exam (80%).

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 (in Module III) 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 10 (ten) 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 (signed by their NGO supervisor) to the Department

Human Rights of Aliens
Charlotte Steinorth
14 class hours
While all human beings on account of their humanity should enjoy the fullest protection of their rights, aliens are often among the most vulnerable groups in societies facing severe human rights violations. The course explores who non-citizens are and examines the principle of equality in human rights law before addressing rights of specific groups, e.g. stateless persons, refugees, migrant workers and trafficked persons. The course aims to invite reflection on the particular human rights challenges faced by non-citizens and introduces students to diverse legal protection frameworks.
Assessment will be by way of class participation (10%) and written examination (90%).

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.
The final grade is based on 2 hour restricted open-book exam.

Identity, Gender and Human Rights
Eszter Polgári
14 class hours
The working title of the course was 'Sexing Human Rights' which probably would have reflected more directly, though more provocatively, our subject: the problems of sexuality as reflected in contemporary human rights and constitutional discourse. Following a brief introduction to theories making sense of sexuality for the purposes of human rights discourse (including but not limited to natural law approaches, liberal theories and queer theory), the course will tackle controversial and sensitive subjects related to heterosexual, lesbian, gay, queer, transgender and transsexual ways of living. We track the expression, display or tracing of gender identity across many contexts, taking into account legal, sociological, medical and psychological considerations. The course provides a perfect opportunity to explore the boundaries of contemporary human rights discourse, theory and practice. Due to the sensitivity and
complexity of the subjects to be covered, all participants are requested to be particularly respectful of views and opinions expressed during the course. Participants will be required to submit short essays, and will also be invited to participate in mediated advocacy projects and group exercises. Assessment will be based on in class participations, various in-class assignments (oral and written) and a short final research essay on a topic of their choice.

**III-Treatment and Death: European Standards**

**Eszter Polgári**

**14 class hours**

The course explores the jurisprudence of the European Court of Human Rights under Articles 2 and 3 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 the procedural guarantees developed in the case-law. Naturally, classes 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. Classes are primarily based on case-studies and count on the active participation of students. The course aims at providing a broad overview of the case-law and the development of standards used by the European Court of Human Rights.

Final evaluation is based on in-class participation and oral assignments (15%), written assignments (20%), group exercise (15%) and a take-home final paper based on individual research (50%).

**Individual and Human Rights**

**Wiktor Osiatyński**

**28 class hours**

This course examines the universality and applicability of the concept of human rights in the world in which liberal democracies co-exist with dictators and face abuse of rights, ethnic cleansing and genocide. It is expected that after taking this course a student will be able to understand the concept of rights in the perspective of various cultures, to distinguish which rights and mechanisms for their protection are uniquely Western and which are truly universal as well as to accept the minimum of rights which should be universally protected by international community. To meet these objectives we will look into the origins of individual rights before and during the Enlightenment. We will see the rejection of rights in the nineteenth century and their re-emergence as human rights after World War II. The "Revolution of Rights" in the 1960s and the role of human rights during and after the Cold War will be discussed. Rights will also be analyzed in context of other political and legal ideas and institutions, such as democracy, constitutionalism, market and welfare. The role of rights in various ideologies and cultures will be compared. Finally, the limitations of the concept of rights in social relations and individual life will be discussed.

The final grade will be based on an exam concerning issues related to the class.

This course is limited to 25 students.

**International Courts as Law-Makers**

**Marjan Ajevski**

**14 hours**

The number of international courts has increased exponentially in the last 20 years as has their case load and impact. Individuals and states increasingly turn to international courts not only to settle disputes but to force issues and changes that go beyond their narrowly understood interests and circumstances. The law-making capacity of international courts is being increasingly acknowledged by international scholars. What issues have these changes brought to the forefront of the study of international courts?

As part of the course students will cover topics as diverse as how do international courts make law, international human rights courts and interpretation and is there something special about it, what's the place of evolutive interpretation in rights jurisprudence, what constrains interpretation, what are the institutional and political constraints on human rights courts, what of institutional fragmentation of international human rights and its challenges to the universality of rights, is a world court of human rights the way out?

Upon completion, students will have an advanced knowledge of the issues surrounding the exponential rise of international courts and to critically analyse international law topics.

**International Human Rights Advocacy and Practice**

**Sejal Parmar**

**14 class hours**

This course begins by considering ongoing debates about the ethics underpinning human rights advocacy. It then focuses on the methods employed by NGOs working to advance human rights and the challenges such NGOs face.
These methods include: gathering evidence through investigations; reporting and communicating the findings; 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 and practice, while providing critical and practical insights into the work of an individual advocate or practitioner.

The final grade will be based on: (1) participation in class (10%); (2) a written 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%).

Interpreting the ECHR: Theories and Doctrines
Eszter Polgári
14 class hours
As an international treaty, the European Convention on Human Rights has to be interpreted in line with the principles described in the Vienna Convention. The European Court of Human Rights, however, has several times emphasized the special character of the ECHR among international treaties built on reciprocity, and the corresponding need for further guiding principles of adjudication. The course – on the basis of academic sources and examples from the case-law – provides an overview of the theories and doctrines applied in the interpretation of the ECHR. Cases illustrate the application of the ‘traditional’ methods of interpretation that may be derived from the Vienna Convention (such as textual or contextual interpretation) and also the use of interpretation theories and doctrines unique to the Convention system (e.g. autonomous concepts, the margin of appreciation, or dynamic approach). Special attention is devoted to the growing use of the European consensus analysis and the underlying inter-state comparisons. Final evaluation is based on in-class participation and oral assignments (15%), group exercises (35%), and written assignments spread across the course (50%).

Introduction to EU Constitutional Law
Petra Bárd
14 class hours
The course consists of fourteen class hours dedicated to providing a thorough and practical introduction for comparative constitutional law and human rights law students to the history of European integration, institutions, the legislative process and certain aspects of substantive law of the European Union. Upon completion of the course students will have a thorough knowledge of the basics of the acquis communautaire; the former three pillar system; horizontal and vertical separation of powers in the EU; the four freedoms; the relation between domestic and EU laws; the effect and applicability of the latter; the basics of the free movement of goods and competition law; and the free movement of persons and non-discrimination. 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. Students with an EU law background are required to take a pre-test.

Introduction to German Constitutional Law
Alexander Blankenagel
14 class hours
The course will first give an insight into the basic principles of Art. 20 of the Basic Law of the FRG. The course will give an outline of the understanding of the basic rights and of the political system in the Federal Republic of Germany. In discussing the basic rights the course will concentrate on general questions and on selected basic rights like for example freedom of speech, freedom of assembly, freedom of profession and property. The political system will concentrate on the main elements that are democracy, rule of law and federalism and will furthermore cover the main aspects of the functioning of the state organs. Democracy will look into the election system, the free mandate and the party system and the problem of direct democracy. Separation of powers and rule of law will again first deal with the system of regulation and then with the specifics like necessity of decision of parliament, delegation of legislative powers, legislative procedure, problems of incompatibility etc. The federal structure will be discussed in view of the reform of the federal system in 2006. The course will include a look at the position of the Federal President and at the internal working of the government. Teaching will use precedents of the German Constitutional Court and will thus give an insight into the mechanism of constitutional control in the FRG.

The grading of the course will be based on the achievement of the students in the final exam (70 %) and the participation in class (30 %).
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.
The final grade will be based on two written assignments (40%) (see e-learning site) and a final exam (60%). Participation in classes may also be taken into account where a student obtains a borderline grade.

Introduction to Law
Sejal Parmar
14 class hours
This course will familiarize students not holding a law degree with legal vocabulary, helping them to understand the actual meaning of key legal concepts, phrases and terms, many of which they may have encountered previously. Students will be introduced to, among other things, precedents, statutory interpretation and legal reasoning. The course will also look at important aspects of legal procedure in common and civil law jurisdictions, as well as international and regional fora of human rights protection. It will equip non-lawyers with tools to fully participate in courses covering legal subjects, particularly in the area of human rights.
This course will be marked as pass or fail. However, students will be assessed on class participation (10%), two written assignments (15 % each, 30% in total) and a final exam (60%). The final exam is a 1 hour closed book exam.

Introduction to Public International Law for CCL and HR LLM students
Roger O'Keefe
28 class hours
The course aims to introduce students to the characteristic legal techniques and central doctrinal concerns of public international law, the law governing the conduct of states, international organizations and certain other actors on the international plane. Through a focus on the relevant primary materials and by means, in part, of interactive class discussion of real and hypothetical situations, students should emerge from the course with both a practical and reflective understanding of the field’s key concepts, principles and rules. Eight broad topics are covered over fourteen two-hour seminars: the nature, function and efficacy of international law; the sources of international law; international legal personality, statehood and title to territory; jurisdiction and immunities; the law of treaties; state responsibility and diplomatic protection; the legal regulation of the use of force; and the peaceful settlement of international disputes.
Assessment will be by way of class participation (10%), essay (20%) and written examination (70%).

Introduction to Public International Law for HR MA students
Charlotte Steinorth
14 class hours
The course introduces students to the principles and institutions that govern public international law. We begin by looking at the nature of the contemporary legal order and its participants, before considering how international law is made and how it is applied. Topics covered include the sources of international law, the subjects of international law, the law of state responsibility, the legal rules governing the use of force and the peaceful settlement of disputes. Upon completion of the course, students will have gained a solid grounding in international law’s key concepts and be able to identify and apply international legal rules to contemporary events.
Assessment will be by way of class participation (10%) an in-class quiz (10 %) and a written examination (80%). The exam will consist of a two-hour written paper consisting of problem-style questions (i.e. hypothetical cases) and essay-style questions.

Introduction to the Law and Practice of the European Court of Human Rights
Eszter Polgári
14 class hours
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 – apart from providing a short overview of the human rights instruments and mechanisms of the Council of Europe – primarily focuses on 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.

Final evaluation is based on in-class participation, not limited to oral assignments (10%), case analysis – group exercise (15%), written assignments (25%) and an in-class final exam (50%). The class is Pass/Fail; it is graded only internally on the curve with letter grades.

Introduction to US Constitutional Law
Mathias Möschel
28 class hours
This introductory course is intended to familiarize students in the Comparative Constitutional Law program with the precedent-based approach to constitutionalism though the experiences of the U.S. constitutional system. The course commences with a survey 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), liberty, and freedom of religion (‘free exercise’) jurisprudence. Key concepts of constitutional litigation such as justiciability and standing will be addressed alongside questions concerning the proper judicial role in constitutional cases (activism, deference). Constitutional problems will be discussed in their broader historical and societal context. Note that U.S. jurisprudence on other fundamental rights and liberties (such as free speech or freedom of religion will be covered in separate courses in detail during the academic year).

Assessment is based on class participation, written assignments and a written, in-class final exam.

Jean Monnet Module on European Integration
Uwe Puetter, Andrey Demidov
48+8 class hours
This is an advanced level course on policy-making in the EU. It is aimed at students who have already acquired some knowledge of core EU policies and decision-making structures. The course adopts an interdisciplinary approach, with a particular focus on political sciences, international relations, legal perspectives, economics, sociology and history.

The course focuses on the main decision and law-making institutions and processes in the enlarged EU paying particular attention to institutional adaptation and change. At a policy level the class highlights key governance challenges in the main areas of EU activity, including single market related policies, justice and home affairs and citizenship rights, foreign and security policy as well as trade and development relations.

This course is only for those students who passed Introduction to EU Constitutional Law or the pre-test; two out of the three credits count as cross-listed.

Legal Terminology for HR MA students
Eszter Polgári
14 class hours
The course supplements the other substantive courses taught in Module 1 (i.e. Introduction to Law, Introduction to the Law 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 clarification.

Evaluation is based on in-class participation (15%), written assignments (40%), group exercise (15%) and individual research exercise and presentation (30%). The course is graded as Pass/Fail; only internally evaluated with letter grades.

Mass Atrocities in the Fog of War: Perpetration and Prosecution in the 20th century
Vladimir Petrovic
42 class hours
This course revisits one of the central paradoxes of the 20th century, characterized with extensive use of mass atrocities, yet at the same time marked with attempts to curb, humanize and even abolish violence from international relations. This dichotomy resulted in crimes committed on a scale unseen during two global conflicts and dozens of smaller wars. The fog of war provided a context for redrawing borders and removing undesired populations through means ranging from transfer to complete annihilation. On the other hand, there were numerous efforts to document and unparalleled efforts to prosecute such crimes on both national and international levels. The resulting trials
generated enormous historical records, which in turn have influenced the way we remember, visualize and represent mass crimes.

The course follows this pattern, examining three layers of mass crimes committed under the fog of war: (1) perpetration, including causes and patterns of violence, the nature of crime and its consequences; (2) prosecution, including investigations, commissions and other manners of documenting crimes as well as attempts to put them on trial; and (3) presentation, with a particular emphasis on visual documentation, such as photographs and footages, which were exhibited on trials or displayed in the public sphere, becoming emblematic of the crimes at stake. These layers are examined through historical situations from the beginning (Balkan wars, First World War and Armenian genocide), middle (Second World War, Holocaust, Nuremberg and other attempts to come to terms with it in the postwar period) and end of the 20th century (collapse of the former Yugoslavia, creation of ad hoc and permanent international courts). From the creation of first Geneva and Hague conventions at the beginning of 20th century until the creation of the International Criminal Court at the beginning of the 21st century, ethnic violence committed under the fog of war continues to shape our world.

The final grade is composed of a final paper of c.2500 words (40 %), class presentation (30%), reaction paper (20%), class participation and informed discussions (10%).

**Mental Disability Law and Advocacy**

**Oliver Lewis**

14 class hours

This applied course provides students with a grounding of the UN Convention on the Rights of Persons with Disabilities, in particular elements of non-discrimination, access to justice, the right to legal capacity, and the right to live in the community. Students will strengthen their skills in human rights monitoring, report-writing and analyzing the implementation of international human rights law.

Assessment is based on an assignment [50%] and a two-hour open book exam [50%].

**Non-Democratic Constitutionalism**

**David Landau**

14 class hours

Constitutions and constitutionalism have long been associated with liberal democracy. Nonetheless, a substantial recent literature has demonstrated that constitutions serve a number of different and important purposes within non-democratic regimes. This course will proceed in three parts. The first part considers how constitutions function in purely authoritarian regimes, where they play a variety of functions including legitimation, coordination, and monitoring. The second part considers how constitutions aid in the construction and maintenance of so-called hybrid or competitive authoritarian regimes, focusing particularly on the ways in which the tools of constitutional change can be used to erode a liberal democratic order from within. Finally, the third part focuses on the ways in which constitutionalism can be used and misused during both successful and unsuccessful transitions from authoritarianism to democracy. Course readings will consist of both theoretical literature from law and political science and case studies from different regions.

The grade for the course will be based on class participation (20 %) and a 24-hour take-home exam (80%)

**OSA Human Rights Documentation Internship**

**Csaba Szilágyi**

Within the frame of its Human Rights Program, the Open Society Archives (OSA) at CEU, an international archives committed to documenting recent history and human rights movements and violations worldwide, advertizes one or two Human Rights Documentation Internship positions in the AY 2015/16. The three-month internships are unpaid and due to begin in January 2016.

During their internship, interns will have an opportunity to learn about the relevance, problems and methods of documenting past human rights abuses (“the archival imperative”), as well as about the contemporary use of such documentation in various environments, including education, legal procedures, advocacy and outreach. They will gain hands-on experience (physical arrangement, archival description, data management and digitization) in working with and researching primary (textual, audiovisual and electronic) archival sources related to human rights issues. Interns will also participate in research projects aimed at creating, reusing and recontextualizing, and visualizing human rights datasets. Pending on availability, interns might also take part in educational activities, public events (film screenings and exhibitions), and other international projects related to this program.

Students are expected to complete 100 working hours during their internship under the guidance of their assigned supervisor and - upon meeting the requirements - are awarded 2 credits.
Peoples’ Rights, Indigenous Peoples' Rights and Minority Rights in International Law
István Pogány, Boldizsár Nagy
28 class hours
The course is intended to provide students with a broad, contextual understanding of peoples’ rights, indigenous peoples' rights and minority rights in international law and practice. The course will pay particular attention to recent and contemporary situations in which peoples’ rights, indigenous peoples’ rights or minority rights have been at issue. The contribution and jurisprudence of international institutions including, the United Nations, the African Union, the Council of Europe, the EU, and the OSCE will be fully considered. The course will examine a range of legal and 'soft-law' texts, including treaties, case-law, resolutions of various international bodies etc. However, the underlying approach will be inter-disciplinary, inviting students to consider legal issues in their historical, political and social context. The extensive theoretical literature relating to nationalism, identity-formation, multiculturalism, cosmopolitanism and minority rights will be considered where appropriate.

Perspectives and Problematic 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.

The final grade is based on class-participation [30%] and a written final exam [70%].

Persuasive Argumentation Exercise (Moot Court)
Eszter Polgári
14 class hours
The course provides a unique opportunity for students to put their theoretical knowledge into practice and work on a case based on true facts under the European Convention on Human Rights. Students in the class are divided into two teams: one writing and arguing for the applicant, and the other defending the government. Teams work with external trainers with considerable experience in litigation before the European Court of Human Rights. The course ends with a final hearing in front of a panel of three 'judges' consisting of faculty members or external experts. The course is restricted to 10 students.

The course is graded as Pass/Fail.

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 starts with a review of some major theories of adjudication and interpretation of political rights; the focus is mainly on the rights to equality, freedom of expression, association and participation in political settings. Then the course 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? In other words, the course explores the necessary conditions, which turn the citizen into an active participant in a political community. Secondly, what types of legitimate restrictions on political rights can a state impose on its citizens and officials? Here, issues such as militant democracy, constitutional requirements of political loyalty in the public service, and restrictions on political patronage are discussed.

Finally, the course examines the impact of globalisation on political rights. Supranational entities, such as the EU, compete in terms of authority and legitimacy with the traditional nation states: the question is whether this competition strengthens or dilutes political rights.

The students will be assessed on the basis of their in-class participation and a final written, closed-book exam.
Privacy and Data Protection in Biotechnology
Judit Sándor
14 class hours
This course provides an introduction to different concepts of privacy in the field of biotechnology. Though the legal scope of the right to privacy is in itself highly contested, this course can be considered as a pioneer in the field of new technologies. Life sciences, especially biomedicine, traditionally focused on the restoration of health and ‘normality’. Entering the age of the human genome project, biobanks, stem cell research, and nanotechnology the role of biomedical science has shifted toward the purposeful transformation of various human capacities. This course will focus on the rights to privacy in these new domains.
Evaluation: active participation in seminar discussion, based on the required readings consists of 10 percent; seminar presentation 10 percent; and a written final exam paper 80 percent of the course grade.

Protection of Constitutional Rights
Mathias Möschel
14 class hours
How do constitutions protect individual or collective rights? This course will focus on key concepts and mechanisms relating to rights protection in a comparative perspective. Elements that will be studied during this course relate to the procedural issues of judicial review (standing, admissibility, direct or indirect individual complaint mechanisms), to certain substantive constitutional rights, to the issues of vertical or horizontal effect of constitutional decisions and constitutional rights in multi-level systems of protection.
The final grade is based on class participation [10%], written assignments [20%] and a written final take home exam [70%].

Race and Law in Europe
Mathias Möschel
14 class hours
This course examines the way in which race and ethnicity have developed and played out in the (continental) European context in contrast and in comparison with the American reality. In particular, we will look at the specific issues that arise in connection with race and ethnicity on this continent. This course will cover both the more historical aspects and examples of European race thought as it plays out in the legal domain, by looking mainly at the philosophical foundations, colonialism and the experience of the Holocaust but also at contemporary issues relating to race and ethnicity in Europe such as discrimination against Roma and/or (im)migrants.
The final grade is based on class-participation, one written assignment and a final seminar paper.

Roma Rights
Bernard Rorke
14 class hours
Across Europe Roma rights remains one of the most pressing areas of concern for those engaged in human rights issues. The Roma, Europe's largest ethnic minority, have been the losers in the transition to democracy and expansion of democratic values in Central and Eastern Europe since 1989. The Romani population across the continent is variously estimated at between 7 and 10 million people. Precise demographic data are not available; however most observers agree that the two waves of European Union enlargement in 2004 and 2007 meant that approximately 4.5 million Roma became EU citizens.
Although Roma have historically been among the poorest people in Europe, the extent of the collapse of their living conditions since the fall of communism was unprecedented. The experience for millions of Roma is one of social exclusion compounded by deep poverty. There remains a huge gap between the between the bundle of rights with which citizens have been endowed, and the capacity of the Roma to access those rights. The repercussions range from social segregation and exclusion to a widespread tolerance of hate speech and racially motivated acts of violence against the Roma. The course 'Roma Rights' will examine the difference between the norms which proclaim, recognize, define and assign human rights, and their application as they pertain to Roma minorities.
Four themes will be discussed at some length: (1) the current threats to fundamental rights of individuals belonging to Roma minorities, with a particular emphasis on freedom of movement, hate speech and racially motivated violence; (2) strategies to combat discrimination against Roma: successes and failures, merits and limitations of civic activism and strategic litigation; (3) the impact and consequences for Roma rights of EU enlargement and initiatives such as the Decade of Roma Inclusion 2005-15; (4) an exploration of the wider practical and philosophical tensions between the politics and ethics of identity and the politics of human rights as they pertain to Roma.
For each of these cross-cutting themes, a comparative analysis of the plight of the Roma and democracy's deficits within and beyond the borders of the European Union will be developed. The course will be led by the Advocacy
Director of the Open Society Foundations Roma Initiatives Office, and interested students will have the opportunity of direct contact with a wide network of Roma and pro-Roma rights activists in Central and Eastern Europe. The final grade is based on in-class presentations (50%), and one end of term paper (50%).

**Rule of Law in Public Administration: The German Approach**  
**Alexander Blankenagel**  
**14 class hours**  
The course will give the students an introduction into the problem, how basic elements of the rule of law are implemented in administrative law and in the functioning of public administration in the Federal Republic of Germany. The course will try to show to the students that the basic elements of the constitutional concept of the rule of law can be made to function in the everyday life of public administration and that it is possible to legally control such seemingly uncontrollable concepts like discretion. The course will work with real or fictitious cases to get the students into applying and understanding the application of a multi-layered system of administrative legal regulations.

**Selected Issues in Criminology and Forensic Sciences**  
**Petra Bárd**  
**14 class hours**  
The course consists of fourteen class hours dedicated to selected issues in criminology and forensic sciences. The course is offered to comparative constitutional law and human rights law students. The objective of the course is to introduce students into criminal politics as a state response to crime and the various concurring methods of postmodern crime control. Upon completion of the course students will be able to understand the basics of criminal politics in postmodernism and its prerequisites in a state based on the rule of law. Students will be familiar with the main concepts of crime control, the paradigm shift in criminal politics in the 19th century’s reform movements, the criminal political concepts of the welfare state, the clinical or the treatment model and its decline, the development of the so-called exclusive model and its institution; students will furthermore be able to compare the inclusive and the welfare models of crime control. Students will demonstrate substantial knowledge of the criminal theories and policies as reflected by the main international organisations of the United Nations, the Council of Europe and the European Union.

**The Future of International Legal Order and Its Legitimacy**  
**Marjan Ajevski**  
**28 class hours**  
The rise of non-state actors, international organizations and international courts has challenged the traditional structure of the international legal order. Their rise challenges the traditional mechanisms of deciding the difference of law and non-law and very legitimacy of current law-making and decision making mechanisms. The international system is no longer seen as state centric and state consent is no longer enough to explain international law’s legitimacy. International law and the international system has legitimacy deficits. Scholars talk of the emergence of a new post-national legal order but still do not agree on its shape. In this course we will discuss the proposed shapes of a post-national legal order: Constitutionalization and Constitutionalism, International Law as Public Law, Pluralism, Global Administrative Law and assesses how they re-envision the shape of, the institutions and actors within and the very basis of legitimacy of international law. After the completion of the course the students will have advanced knowledge of the proposed structures of international law, where does the individual and her human rights fit in these new structures, what roles they envisage for non-state actors and individuals and what standards of legitimacy they take into account.

**The Law of Democracy: Parties and Elections**  
**Daniel Smilov**  
**14 class hours**  
The course explores some of the major issues concerning the relationship between law and democracy in two areas of regulation - elections and political parties. The course focuses on the constitutional protection of electoral rights mainly in the following jurisdictions - the US, Germany, the UK, as well as the jurisprudence of the EChHR. The course further deals with some constitutional problems concerning the regulation of political parties. It examines 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. The students will be assessed on the basis of their in-class participation and a final written, closed-book exam.
The UN Human Rights System
Sejal Parmar
14 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 also acknowledges some of the current and dominant normative debates within these bodies, whilst addressing ongoing discussions concerning their institutional evolution and reform.

The final grade will be based on class participation (10%), one written assignment (30%) and a final exam (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.

The final grade is based on class-participation [30%] and a written final exam [70%].

Thesis Writing Course
CAW Instructor
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 Centre 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

US Foreign Policy, Human Rights and the Rule of Law
John Shattuck
14 class hours
This course introduces students to the decision-making process inside the US government on US foreign policy responses to selected international crises during and after the Cold War. Broad questions include defining US national security in a rapidly changing global environment, assessing the importance of human rights in national and international security, developing foreign policy objectives, fashioning diplomatic strategies, determining the legality and necessity of the use of force, managing international crises, and understanding institutional politics. Topics to be covered in class sessions include the differing constitutional foreign affairs roles of the US President, the Congress and the Supreme Court; the Cold War and the Cuban Missile Crisis; failed states and human rights conflicts in the post-Cold War period; responses to genocide in Rwanda and Bosnia; humanitarian intervention and the responsibility to protect; the relationship between peace and international justice; the US-China conflict over human rights; the 9/11 attacks and the US response to terrorism; the US military intervention in Iraq; the ongoing crisis in Syria; and the controversy over Ukraine.
Victim’s Rights and Due Process
Károly Bárd
14 class hours
The course will examine the position of crime victims in a historical perspective primarily in the light of international documents adopted on global and regional level and their status in the adversary and non-adversary process. We will identify the reasons for the discovery of victims’ interests. The course will extend to the jurisprudence of the Inter-American and the European Human Rights Court addressing the rights of victims. 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 well 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 is based on in-class participation (20 per cent), group exercise (10 per cent) and in-class final exam (70 per cent). The final exam is a two-hour open book exam.
APPENDIX I: CEU Department of Legal Studies Grading Scale

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>F</td>
<td>0.00 (no credit)</td>
</tr>
</tbody>
</table>

The lowest passing grade is C+. Students receiving a failing grade (F) for mandatory and restricted elective courses must retake those courses for Pass/Fail provided that in case of a restricted 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:

<table>
<thead>
<tr>
<th>15 percent of the class</th>
<th>A or A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 percent of the class</td>
<td>B+</td>
</tr>
<tr>
<td>30 percent of the class</td>
<td>B</td>
</tr>
<tr>
<td>20 percent of the class</td>
<td>B-</td>
</tr>
<tr>
<td>10 percent of the class</td>
<td>C+</td>
</tr>
</tbody>
</table>

F does not count on the grade curve.

Exception can be granted by the Program Chairs considering the size of the class.
APPENDIX II: Suggestion for the Cover Sheet of the Thesis & Thesis Guidelines for AY 2015/2016

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 April 1, 2016
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 Modules II, III, and IV may be selected.


* Note that standards of academic honesty apply. Please remember to cite properly.
Thesis Guidelines for Academic Year 2015/2016

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.  

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 hard copies of the short thesis / three bound hard copies of the long/HR thesis and an electronic version (ETD), one of the prints should be single-sided, the other two may be duplex printed. 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.  

13. 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.  

14. If the difference is more, or if one of the two members of the evaluation committee finds the thesis not to be satisfactory, the Program Chair shall nominate a third competent professor whose evaluation will be decisive for the ultimate thesis grade.  

15. In the event that the Thesis Advisor or the Second Reader does not respond within three months, the student may appeal to the Head of the Department for a replacement reviewer.
## APPENDIX III: CEU Department of Legal Studies Thesis Evaluation Criteria

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

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<tr>
<td>A</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>A-</td>
<td>• Reasonably well defined research question/problem; • Intellectually challenging research question/problem; • Clear limitations set; • Convincing explanation of methodology; • Well-chosen comparative case studies.</td>
<td>• Relevant theories reflected and drawn upon; • Good overall understanding of concepts shown; • Confident presentation and skillful use/application of relevant theories.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• Conclusions are clear, justified and meet research objectives; • Relevant conclusions for policy and practice or further research; • Clear evidence of creative and independent thinking.</td>
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<tr>
<td>B+</td>
<td>• Reasonably well-defined research question/problem; • Interesting research question/problem; • Appropriate limitations set; • Acceptable explanation of methodology; • Reasonably well-chosen comparative case studies.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• Conclusion meet research objectives; • Some relevant findings and conclusions for policy and practice, or further research; • Some evidence of independent thinking.</td>
</tr>
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<td>B</td>
<td>• Relatively defined research question/problem; • Fairly conventional research question/problem; • Fair limitations set; • Conventional explanation of methodology; • Relatively well-chosen comparative case studies.</td>
<td>• 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;</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• Conclusions mostly meet research objectives; • Some relevant findings and conclusions for policy and practice identified; • A fair attempt to advance a conventional argument.</td>
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<td>B-</td>
<td>• Conventional research question/problem; • Satisfactory limitations with some ambiguity as to scope of thesis; • Satisfactory explanation for methodology and comparative case studies.</td>
<td>• 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.</td>
<td>• Reliance on some legal sources and secondary literature, though not comprehensive (with major gaps in scope or currency); • Referencing at times with significant inconsistencies.</td>
<td>• 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.</td>
<td>• Some conclusions meet objectives; • A satisfactory attempt to advance a conventional argument.</td>
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<tr>
<td>C+</td>
<td>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.</td>
<td>Presentation of theories with major flaws; Problems with identifying essential concepts; Theoretical framework does not affect the analysis or argument of the work.</td>
<td>Reliance on a limited set of legal sources and secondary sources (with serious gaps in scope and currency); Referencing with significant inconsistencies and ambiguities.</td>
<td>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.</td>
<td>Some conclusions meet objectives; A lack of identifiable findings for policy and practice offered; A minimally adequate attempt to advance a conventional argument;</td>
</tr>
<tr>
<td>F</td>
<td>Failure to demonstrate any effort in setting research question and methodology; Failure to understand purpose of thesis.</td>
<td>Fundamental errors in/failure to present any theoretical framework.</td>
<td>Fundamental errors in choice of and quality of sources/case-studies; Serious violations of rules of academic honesty.</td>
<td>Fundamental errors in analysis, evaluation and interpretation; A poorly written, unreadable text.</td>
<td>Absence of any identifiable findings or conclusions or arguments; fundamental flaws in logic of arguments presented.</td>
</tr>
</tbody>
</table>

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

- **Completed with distinction (grade points: 4.00; grade A)**
  - Well-defined and well-reasoned research question/problem; Interesting/innovative research question/problem; Clearly set out 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 text heavy with grammar mistakes which reach a level where it is at times 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 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. 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
- Login with your login name (such as: legalexam01) and password (such as: asdfg). (Login names and passwords will be sent out before the first exam week by the Program Coordinator.)
- Open the word document and go to Office Button/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 ID number and the name of the course as well as page numbers in the footer (INSERT/ Header) & (INSERT/ Page numbers)
- Save your work in regular time intervals and also set Office Button/Word Options/Save/Save Auto Recover Information every: 1 minute
- When the exam is over save your exam and close the document.
- Closed book exams: you have a separate login name and password for the closed book exams. Make sure you use the proper login name.
- 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 laptops, pen drives, hard disk, soft disk etc. are NOT allowed, either. Please make sure to print out 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.
APPENDIX V: Most Commonly Needed Forms

CROSS-LISTED COURSES FORM 2015/2016

PLEASE WRITE WITH CAPITAL LETTERS!

Student’s family/last name: ………………………………………………………………………………………………………
Student’s first name: …………………………………………………………………………………………………………………

Program (please circle)  HR LL.M.  HR MA  CCL  IBL
Module (please circle):  2  3  4  5  6

Name of the course: …………………………………………………………………………………………………………………
Number of credits: ………………..
Department/Program: …………………………………………………………………………………………………………………

List the cross-listed courses (if any) you took during the previous modules and number of credits:
1) …………………………………………………………………………………………………….. Credits ………
2) …………………………………………………………………………………………………….. Credits ………
3) …………………………………………………………………………………………………….. Credits ………

Number of credits recognized by Department of Legal Studies (only for courses from other departments)*: …………..

………………… Date ……………………………… Program Chair

*to be filled in by the Program Chair

Please, submit the form to Tünde Szabó (room 508)
REQUEST FORM TO CHANGE THE APPROVED THESIS TOPIC
ACADEMIC YEAR 2015/2016

PLEASE WRITE WITH CAPITAL LETTERS!

1. Student's last name: .................................. Student's first name: ..............................

2. Program (please circle) HR LLM HR MA CCL IBL

3. Thesis track (please circle) SHORT LONG HR/LLM HR/MA

4. The old (already approved) title of the thesis:
   ...........................................................................................................................................
   ...........................................................................................................................................
   ...........................................................................................................................................

5. The NEW TITLE of the thesis:
   ...........................................................................................................................................
   ...........................................................................................................................................
   ...........................................................................................................................................

6. Thesis Advisor: ..............................................................................................................

7. Approval by the Program Chair:
   .................................................................................................................................

   Date of Approval: ........................................................................

8. Submission of the Request Form to Change the Approved Thesis Topic to Tünde Szabó (508)
   .................................................................................................................................