

University of Pécs Doctoral School of Philosophy

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Training scheme

Regulations and requirements for studies at the doctoral school

The doctoral degree may be obtained by participation in organised training or on the basis of individual preparation (MAB Decision 2000/7/II, 1.4.1.)

Model curriculum

Sample curriculum of the Doctoral School of Philosophy in Pécs

(for doctoral students admitted in the first semester of the academic year 2021/2022 and before)

1. SECTION (Semesters 1-4, credits to be accumulated 120):

EXAMINATION:

FLDP0101- Philosophy I. - 10c (recommended intake: 1st semester)

FLDP0102- Philosophy II - 10c (recommended intake: 2nd semester)

FLDP0103- Philosophy III - 10c (recommended intake: 3rd semester)

FLDP0104- Philosophy IV - 10c (recommended intake: 4th semester)

RESEARCH:

FLDP02 - Research I - 50 credits (recommended intake: 4th semester)

FLDP03 - Complex Exam Preparation - 30 credits (recommended intake: semester 4)

2. SECTION Research work for the Doctoral Thesis (semesters 5-8, credits to be accumulated: 120)

FLDP0401-Research II - 25 credits (recommended intake: semester 5)

FLDP0402-Research III - 25 credits (recommended intake: semester 6)

LDP0501-Dissertation I - 35 credits (recommended intake: semester 7)

FLDP0502- Dissertation II - 35 credits (recommended intake: semester 8)

Model curriculum

Syllabus of the Doctoral School of Philosophy in Pécs (for doctoral students admitted in the second semester of the academic year 2021/2022 and after)

1. SECTION 1 (semester 1-4, credits to be accumulated: 120)

FLDP0301- Philosophy I. - 30c (suggested intake: 1st semester)

FLDP0302- Philosophy II. - 30c (suggested intake: 2nd semester)

FLDP0303- Philosophy III. - 30c (suggested intake: 3rd semester)

FLDP0304- Philosophy IV. - 30c (suggested intake: 4th semester)

(Complex exam) (Semester 4)

2. SECTION (semesters 5-8, credits to be accumulated: 120)

FLDP0601-Research I - 30c (suggested intake: 5th semester)
FLDP0602-Research II - 30c (suggested intake: 6th semester)
FLDP0603-Research III - 30c (suggested intake: 7th semester)
FLDP0604- Research IV - 30c (suggested intake: 8th semester)

1. Organised training and requirements

The course is open to full-time university (doctoral) students. The studies are divided into two parts (2x4 semesters). The first is the training and research part, the second is the research and dissertation writing part. Completion is certified by the award of credits. In the first four semesters the student is responsible for 120 study credits, in the second part of the training the student is responsible for 120 research credits. The transition from the first to the second part is subject to a complex examination. In the first part, students who do not hold a degree in philosophy will participate in regular tutorials, which may be in a group or with a subject leader of their choice. The second part is a period of independent research and dissertation writing, in continuous collaboration with the supervisor. The supervisors will support students to spend at least one semester abroad, if possible, doing research.

During the first module, a doctoral student with a degree in philosophy must complete four courses (this may be research work under the supervision of a supervisor), one per semester. Doctoral students without a degree in philosophy will receive the required credits during the four semesters of the first module on condition that, in addition to the one course per semester (which may be research under the supervision of the supervisor), they complete the additional courses provided for them, such as the seminar on the history of philosophy and philosophy, and participate in additional programmes (e.g. study day) set for them at the beginning of the semester.

Students demonstrate their knowledge of the History of Philosophy and Philosophy seminar and their acquired philosophical thinking skills in the end-of-semester written examination and/or essay, as well as in the complex examination (end of the fourth semester).

Courses are freely chosen by the student from the school's range of courses. The method of assessment (essay, colloquium, practical mark) is determined by the teacher who is in charge of the course. The requirements of the research module in both parts of the training are determined by the supervisor in consultation with the doctoral student, according to the specificities of the research topic. At the discretion of the supervisor, the research module may include reading and reporting on philosophical works and articles, participation in national and international conferences, writing and publishing articles. Category 1 (Q1) international, English language journal article written by the student, accepted by the editors or already published, worth 120 credits. If the article is accepted in the first stage of training, the remaining part of this number of credits can be carried over to the second stage of training. Conference organisation and university teaching are not worth credits. Completion of the 120 credits of the second part research and dissertation writing module will be certified by the subject leader or the school head. The Doctoral School culminates in the defence of the dissertation, which requires 240 credits.

2. Training based on individual preparation

In this type of training, the doctoral student is an independent student, who must also have acquired the 240 credits by the time he or she submits the dissertation. Individual candidates must take a complex examination with the same requirements as those in the structured training. A successful complex examination is worth 120 credits for individual preparation. The second 120 credits will be recognised by the head of the school on the recommendation of the subject supervisor before the

dissertation is submitted. On passing the complex examination, the individual preparer will be admitted as a student on a self-financed basis.

Self-paid training fee

Training fees are set out in a separate set of rules.

3. Publication requirements

A minimum of two publications is required to submit a dissertation.

4. Language skills

Applications for organised doctoral studies are open to those who have a degree and qualifications from a national or foreign Master's programme or have obtained them in the year of admission, before enrolment, and who have at least one state-recognised complex general language examination at intermediate level B2 or equivalent.

In the case of doctoral candidates, the prerequisite for the award of a doctoral degree is knowledge of two foreign languages necessary for the study of the field of study and appropriate proof of language proficiency, which in the case of deaf doctoral candidates may be provided by proof of knowledge of a non-Hungarian language.

The first foreign language required for the degree must be one of the foreign languages specified by the Doctoral School (English, German, French, Russian, Italian, Spanish). Proof of language proficiency must be provided by a complex state-recognised language examination at level B2 or equivalent. The **second language examination** required for the degree requires a complex language examination at the basic level B1, which is also certified by a recognised complex language examination at the level B1 or higher obtained at the University of Pécs Foreign Language Centre, which can be adapted to the PTE Faculty Doctoral Regulations. Any of the following languages is accepted: English, German, Hungarian (as a foreign language for non Hungarian citizens), Bulgarian, Czech, French, Croatian, Polish, Italian, Russian, Romanian, Spanish, Serbian and Slovak.

5. Complex exam

The complex exam is open to the public and is held in front of a board. The board consists of at least three members. At least one third of the members of the committee shall not be employed by the University. The chairperson of the committee shall be a university professor, habilitated associate professor, habilitated college professor, professor emeritus or researcher with the title of Doctor of the Hungarian Academy of Sciences. All members of the Committee shall hold an academic degree. The supervisor of the doctoral student is not a member of the committee, but may contribute to the examination results. He/she may submit his/her opinion in writing to the committee before the complex examination and may be present in person at the examination. The two parts of the examination are marked separately on a scale of 1 to 10. A successful candidate must obtain at least 60% of the available marks for each part of the examination.

The exam is divided into a theoretical part and a dissertation part, consisting of two or three papers. The candidate will act as an independent thinking philosopher candidate in the development and presentation of the items. In the first item, the candidate presents his/her own concept of the history of philosophy. After a broad outline, he or she will highlight, with reasons, persons and periods that he or she considers to be significant and important and discuss them. The bibliography for the complex examination will be drawn up with the student's supervisor or by arrangement with the head of the school, by the end of the second semester at the latest, and submit it electronically, signed by the head of the school, to the secretariat of the doctoral school. One month before the

examination, the student shall ensure that the bibliography of the examination is sent electronically to the members of the examination board. The following examination requirements also apply to candidates who apply directly for the complex examination, except that the candidate may compile the bibliography for the given topic and submit it with his/her application.

0. Theoretical part

0.1. History of philosophy

The history of philosophy from the philosophers before Socrates to the present day.

In his own interpretation, the candidate outlines the history of philosophy, highlighting one or more periods and/or philosophers s/he wishes to discuss in detail.

0.2. Systematic philosophy

The student chooses a philosophical branch (e.g. metaphysics, epistemology, ethics, philosophy of science, social philosophy, etc.) *or a* single author (Aristotle, Kant, Hegel, etc.). It is advisable to choose the field or the philosopher on whose work the student is writing his/her dissertation. A description of the characteristics, context, current literature and developments in the chosen field, or a description of the work of the chosen author, the contemporary literature on him/her and the results of his/her research.

1. Dissertation part

1.1. The topic of the dissertation

Justification of the choice of topic. Review of contemporary literature on the topic, evaluation, position statement.

1.2. Presentation of the work so far

The work done so far and the results achieved. The novelty of the dissertation compared to previous research on the topic.

6. Conditions, content, form and scope of the thesis

The thesis may be submitted with the agreement of the supervisor. The supervisor declares that the thesis has been accepted and is ready for submission. The content, form and scope of the thesis must be agreed with the supervisor. The doctoral school does not lay down uniform requirements for the content, form and scope of the doctoral thesis. The thesis must be submitted in both electronic and paper format, with two paper copies. The language of the thesis may be Hungarian, English, German or French. The dissertation is open to the public after submission and can be consulted at the School's secretariat.

Evaluation Committee

In accordance with university and faculty regulations: at least five people with academic degrees.

The President is a professor, employed by the PTE. The committee is composed of two referees (one of whom is not a PTE employee) and two other persons, one of whom is not a PTE employee.

Scoring

Scoring is on a scale of 1-5.

7. Modules and subjects

The courses of the doctoral programme announced in a given semester are announced at the beginning of the semester in an usual way.

1. Training part, Semesters 1-4. Training module
Total (Part 1): 120 units (complex exam)

2. Research and dissertation writing part, Semesters 5-8. Research module with supervisor and dissertation writing
Total (part 2): 120 units

Total (full training): 240 teaching units

8. Entry conditions

For information on the annual start of PhD courses, please consult the university webpage. Conditions for admission: university degree (MA level), meeting the language examination requirement for successful admission.

At the interview, applicant will explain her/his motivation and research ideas. Non-philosophy graduates will have read a text by Plato, Aristotle and Kant, chosen at their discretion, and will be able to summarise the work of these three thinkers and their place in the history of philosophy.

Documents to accompany the application for admission - proof of payment of the admission fee

- professional curriculum vitae
- list of publications (if any)
- copy(s) of diploma(s)
- a copy of the document certifying the language examination - a description of the planned research topic (2-3 pages)

The admission committee is appointed by the Doctoral Council of the field of study, and its members is a doctoral student representative delegated by the student association or the doctoral students.

9. Quality assurance principles for training and research

The quality assurance principles follow the MAB standard and the quality assurance principles and methodology of the University of Pécs Doctoral Council. The activities of the School are continuously monitored by the University Doctoral Council. The Doctoral Council uses the opinions of doctoral candidates and recent graduates, and calls in external experts when necessary. The University Doctoral Council prepares an annual report on the functioning of the School for the Senate of the University of Pécs, a copy of which is sent to the MAB by the Rector of the University together with the Senate's resolution.

10. The School's content profile and programmes

The School's core and invited faculty members have a wide range of publications and achievements in their respective fields.

The School's Programmes

Modern Philosophical History, Epistemology, Metaphysics, Ethics (History of Ethics, General Ethics, Applied Ethics, Specialist Ethics) Social Philosophy, Analytic Philosophy, Theory of Thought and Philosophy of Religion (David Hume, Immanuel Kant, Pragmatism, Analytic Philosophy, Deconstruction, Hermeneutics, Social Philosophy)

Philosophy of Culture, Cultural Theory, Applied Philosophy, Communication Philosophy of Language, Philosophy of Children, Innovative Thinking

Aesthetics, Philosophy of Literature, Philosophy of Art Neurophilosophy, Neuroethics, Neuroaesthetics, Decision theory Philosophy of law

Social Philosophy Economic

Philosophy, Sustainability

Cooperative Doctoral Programme: theory of thought, sustainability, decision theory, innovative thinking (see the programme descriptions of Professors János Boros, Zsolt Nemeskéri, Attila Sík and Gábor Szécsi)

Modern Philosophy, Epistemology, Metaphysics, Ethics, Philosophy of Society, Analytic Philosophy, Theory of Thought and Philosophy of Religion (János Boros)

The research and teaching direction of the epistemological ethics programme is broadly defined by the "epistemological ethics" developed by János Boros in his academic doctoral dissertation, which forms the "Outlook" chapter of his book *Pragmatic Philosophy* (Pécs, Jelenkor, 1998). The main thesis of this epistemological ethics is that "truth" is a synonym for "right" action in the world, while the "rightness" of action is an ethical question, so the question of truth is also an ethical question. The Kantian categorical approach to ethical analyses imperative is provided by Rawls's procedural interpretation of the imperative (Categorical Imperative Procedure - CIP). The application, further exploration and confrontation of this ethical-epistemological version of the Categorical Imperative of Truth (DIKE) with other ethical and epistemological theories, proposed for theories of truth, will be carried out in the research and teaching of the programme. DIKE draws primarily on Kant, the American pragmatists, the methodology of analytic philosophy, and neo-pragmatism, while being open to all philosophical trends in a pragmatic spirit. Kant, American pragmatism and analytic philosophy are the independent themes of the programme. While participating in the teaching and research activities of the programme, students may, in the philosophical-critical tradition, of course, challenge the basic thesis of the programme leader and pursue research in the topics listed that is completely different or independent from it.

Immanuel Kant

The context of contemporary Kant research.

Pragmatism

The main trends of classical and contemporary pragmatism. In addition to the "content" research, we will focus on the chances for the establishment of pragmatism in Hungary and the European Union. Richard Rorty (Stanford University) was the patron and consultant of this topic until his death.

Analytic philosophy

Through the study of the history and contemporary trends in analytic philosophy and the international philosophy conferences planned by the School, students will have the opportunity to engage with contemporary international discourse and debate (previous conferences in Pécs in preparation for this programme have covered the works of McDowell, M. Williams, R. Brandom. In preparation for the R. Rorty conference on 10-11 May 2001. (In all cases with the participation of the above philosophers and several other foreign speakers.) In addition to the above philosophers, the programme will be supervised by P. Horwich (New York University) and W. Vossenkuhl (Munich).

Theory of Thought: the Art of Thinking (Cooperative Doctoral Programme)

Thinking can be right or wrong. It is generally accepted that reasoned thinking, conscious thinking, is right. According to Aristotle, a life led by unreflective thinking is not worth living. The programme uses and analyses practical examples from the world of everyday life, economics and politics.

Topics:

concepts, propositions, arguments (reasoning, fallacy)

Classical deductive logic (categorical propositions, syllogisms and everyday thinking) modern

deductive logic (propositional, predicative and expressive logic)

inductive logic (generalisation, analogy, statistics, explanation).

Derrida and deconstruction (Jolán Orbán)

1. The philosophy of Jacques Derrida

Jacques Derrida (1930-2004) is one of the most important thinkers of the twentieth century, whose turn of phrase offers a new approach to philosophy, aesthetics, ethics and politics. In line with international studies on Derrida, I highlight five themes that offer a historical, systematic and critical approach to deconstruction: 1. a metaphysical critique of deconstruction (an examination of Derrida's reading of Plato, Kant, Hegel, Heidegger); 2. a philosophy of deconstruction in language (a Derrida critique of the writings of Saussure, Husserl, Austin, Searle); 3. deconstruction as a philosophy of art (analysis of Derrida's interpretation of Kant, Hegel, Heidegger and the analysis of works of art, architecture, film, media art, music, etc., perceived as events); 4. The ethics of deconstruction (analysis of the ethics of Kant, Lévinas, Derrida); 5. The politics of deconstruction (analysis of the issues of justice, democracy, hospitality, sovereignty).

The Philosophy of Jacques Derrida

Jacques Derrida (1930-2004) is well known in philosophy for his deconstructive way of reading and writing. Conform to the international Derrida-Research-Programs I would like to raise five topics as possible subjects for a dissertation: 1. Deconstructing the metaphysics (Plato, Kant, Hegel, Nietzsche, Heidegger); 2. Derrida's philosophy of language (Saussure, Husserl, Austin, Searle); 3. Derrida's philosophy of art (Kant, Hegel, Heidegger, new media philosophy); 4. the ethics of deconstruction (Kant, Lévinas); 5. the politics of deconstruction (justice, democracy, hospitality, sovereignty).

2. Philosophy and literature

Literary studies has been closely linked to philosophy from its inception to the present day, and therefore offers an opportunity for a historical and systematic study of the relationship between philosophy and literature. Dissertations can be written in the various philosophical and literary schools of thought -- positivism, intellectual history, phenomenology, structuralism, deconstruction, critical cultural studies, critical media studies, and philosophy of children and youth, literature and media studies -- as well as the issues examined by individual philosophers and literary scholars - language perception, textual concept, reading theory, textual interpretation procedures, cultural perception, rhetoric, poetics, pragmatics. Wittgenstein, Austin, Heidegger, Gadamer, Derrida, and in the Hungarian context Dezső Kosztolányi, Mihály Babits, Attila József, Lőrinc Szabó, Ágnes Nemes Nagy, János Pilinszky, Imre Kertész, Péter Esterházy.

Philosophy and Literary Criticism

There is no literary criticism without philosophy and no philosophy without literature. A historical and systematic investigation of this relationship can have a great impact on our understanding of philosophy and literature. Dissertation can be written about the philosophical background, vocabulary, language philosophy of different theoretical schools - positivism, Geisteswissenschaften, formalism, new criticism, structuralism, poststructuralism, deconstruction, hermeneutics, feminism, new historicism, postcolonialism, cultural criticism, media studies -- as well as about the poetics, ethics and politics of different philosophers (Wittgenstein, Heidegger, Gadamer, Derrida, or from the Hungarian literature Mihály Babits, Attila József, Lőrinc Szabó, Imre Kertész, Péter Esterházy).

Theory of knowledge. Philosophy of Communication (Ferenc András)

Philosophy of science, history of science , David Hume (Tamás Demeter)

Analytic philosophy. Metaphysics (László Kocsis)

Analytic philosophy. Philosophy of Language (Pete Krisztián)

Analytic philosophy. Theory of Action (Tibor Szolcsányi)

Analytic philosophy. Metaphilosophy. Social epistemology (István Danka)

Hermeneutics (Szilvia Busku)

The ontological turn of hermeneutics

Hermeneutics, as the science of interpretation, understanding and interpretation of texts, is a distinctive branch of philosophy, which is also intended to play an integrative role in the human sciences. One of the main characteristics of the hermeneutic line of the 20th century is the central importance of the concepts of interpretation and understanding. Understanding as existential in Heidegger's *Being and Time* is understood as an understanding of being, and as the revelation of the present, always refers to the whole of being-in-the-world (*In-der-Welt- sein*). By regarding understanding as a mode of being of the present-being, Heidegger achieves a fundamental ontological turn, in which he breaks with the methodological concept of understanding and all hermeneutical problems of method in its entirety.

Participants in the doctoral programme will have the opportunity to analyse the following basic hermeneutical concepts: understanding, interpretation, meaning, truth, language, method.

The Heideggerian concept of anxiety

The doctoral programme focuses on a philosophical analysis of the basic disposition of anxiety, a phenomenon that is a unique and inherent possibility for the exploration of the present. The present life as a structural element and the ways in which it relates to the world (attunement, understanding, speech) provide the conceptual framework within which the interrelationship of care, concern, death and anxiety is made sense of.

The following themes will be brought to the fore in an overview of Martin Heidegger's concept of anxiety: the structure of the present, the modes of being of the present, the basic existentials constituting decay and emergence, the existential mode of homelessness, the difference between Nothing and Nowhere, anxiety and fear.

The research topic provides an opportunity for reflection on both religious philosophy (Greek and Christian influences in Heidegger's thought) and psychoanalysis (Freud, Jung's theories of anxiety). Ethics: bioethics, transgenerational ethics (Gusztáv Kovács)

Research in a wide range of bioethics and medical ethics. Ethics of autonomy, paternalism, responsibility, information and communication. Ethics of medical technologies. Transgenerational ethics.

Ethics, Political Philosophy, Aristotle, Immanuel Kant, John Rawls - in German and English
(Otfried Höffe, Tübingen)

Ethics, Metaphysics, Epistemology, Philosophy of Language - in German and English
(Wilhelm Vossenkuhl, Munich)

Hermeneutics (Ferenc Patsch, Roma)

One of the main characteristics of today's culture is the growing importance of the problem of "interpretation". In recent decades, the work of two German philosophers, Martin Heidegger (1889-1976) and Hans-Georg Gadamer (1900-2002), has given rise to what is known as philosophical hermeneutics, and their followers have given rise to a new philosophical movement - hermeneutic philosophy - which has become the dominant trend in all Western thought. Hermeneutic thought has created a kind of "koine" (common language) that facilitates understanding in a globalizing world and bridges hitherto isolated disciplines; it has also significantly transformed the study of theology; and it has had a profound impact on the methodology of such profane disciplines as sociology, literary studies, art history, and aesthetics, among others. Hermeneutics has become a philosophy rather than a method. It has led established philosophical disciplines such as practical philosophy (ethics), epistemology, metaphysics to rethink their identity; it seems to summarise the main achievements of phenomenology, philosophy of language and existentialism, and to show the convergence of continental and analytic thought.

Social Philosophy and Ethics (Zoltán Bretter)

History and contemporary trends in social philosophy. Main topics researched and taught include contract theory, the theory of obligations and utilitarianism, philosophy of law. Studies are complemented by an examination of the relationship between philosophy, ethics and the practice of politics.

Philosophy of Religion (János Wildmann)

Religion, the notion of religiosity in the history of philosophy, philosophers' conceptions of religion, the contemporary relationship between religion and philosophy. The impact of religious thought on social relations, development, technology and ways of thinking. The relationship between ethics, political philosophy and religion.

The philosophical and historical context of modern scientific development. Research partners include the University of Cambridge and the University of Oxford.

Economic Philosophy (Zsolt Nemeskéri)

The interpretation of economic particularities has been part of philosophical approaches since Aristotle. Many of the leading economic thinkers of the 19th and 20th centuries (John Stuart Mill, Karl Marx, William Stanley Jevons, Carl Menger, Alfred Marshall, Vilfredo Pareto, Frank Knight, Lionel Robbins, Friedrich Hayek, Milton Friedman, Paul Samuelson) have addressed philosophical and methodological issues, but academic reflection on economic thought has only become a field in its own right since the 1970s. The discipline studied in the Philosophy of Economics course, and understood as part of the Philosophy of Science, focuses on the theoretical, methodological problems and normative presuppositions of economics. It traditionally emphasises issues such as decision theory, game theory or prospect theory. In addition to these, the course will discuss developing areas of economic theory that provide opportunities for philosophers to observe and intervene (such as experimental, evolutionary, institutional, behavioural, spatial and neuro-economics).

Values of work in cultural, philosophical and religious comparison

Work-related values are usually interpreted in secular terms in national and organisational culture research. In the context of this research topic, we extend this interpretation - in connection with the applied philosophical approach of the doctoral school - by asking how the value of work can be understood in relation to different cultures and religions. The research on this topic is based on the methodology developed by the international research group Meaning of Work (MOW), George England and his colleagues, which provides the most complex approach to the life and work values of adults who work. The research topic offers the possibility for both religious philosophical and existentialist reflection.

Sustainability (Cooperative Doctoral Programme)

The studies in English represent the emergence of a new approach to sustainability. An integral part of scientific, technical and economic development is the approach and research into what the planet Earth, the environment, can withstand in terms of possible development paths. The crown virus crisis has highlighted the need for a new way of thinking that respects limits, while ensuring that as many people as possible can enjoy a dignified prosperity and well-being. Sustainability thinking humanises technology that works for people while following strict professional laws. Linked to the programmes of these universities, the training and dissertations explore the laws of good action in the context of the present age.

Topics:

- 3.1. The development and history of thinking about good and successful action, future development possibilities
- 3.2. The conceptual foundations of ethical, success-oriented, management thinking
- 3.3. Ethics

3.4. The relationship between mathematical, scientific, technical and IT thinking and a rational, sustainable economy. Possible case studies: the relationship between ethics and programming of self-driving cars, ethics, digitalisation of values and programmability, technical, IT feasibility, environmental and improvement mindsets, changing attitudes and thinking about energy and work.

Philosophy of culture, cultural studies, applied philosophy, philosophy of communication (Gábor Szécsi)

Philosophy of culture, cultural studies

Research into the interrelationships that determine the development of culture, philosophical and historical approaches to cultural concepts and theories, the relationship between culture and development, culture and civilisation, and the social and cultural phenomena of the modern and late modern era (mediatisation, alienation, globalization, differentiation and stratification of culture, multiculturalism, interculturality, European culture and the crisis and crisis phenomena of Western civilization, cultural and civilizational tensions, counter- cultures). Exploring the dimensions of meaning and the history of the concept of culture. Participants in the doctoral programme will be able to apply concepts related to culture in a meaningful way, to interpret the complex phenomenon of culture and to approach conceptions of culture critically. To study contemporary issues in the philosophy and theory of culture, with particular attention to the interrelationship between theories of culture in the fields of value theory, sociology, anthropology and semiotics.

Philosophy of communication

Research in the philosophy of communicative language focuses on the problem of the relationship between linguistic communication and mental processes. The increasing communicative role of electronic media and multimedia interactive networks is generating linguistic and mental changes that are increasingly being explained by a methodological and terminological toolbox of analytic philosophy based on a fundamentally behaviourist conception of language. Most analytic philosophers accept that the philosophy of language can only remain viable as part of a philosophy of consciousness that also addresses the problem of intensionality. This conception, which dominates contemporary analytic philosophy today, was born at the intersection of two general concepts. The first is a conception of communication theory, marked among others by the name of H. P. Grice, which sees the essence of linguistic communication in the expression and capture of communicative intention. The other concept is what empirical linguistic psychology calls the "cognitive control principle". The essence of this approach to the problem of language acquisition is that the unfolding of a grammatical system is determined by a prior development of thinking. The programme will examine the semantic aspects of this development in the philosophy of communication. It will also seek to answer the question to what extent the models analysed offer a sound theoretical basis for the study of the linguistic and mental effects of changes in the prevailing communication technologies. The programme will seek both to generate new academic research and synthesis and to validate this in doctoral training. The programme will provide a new paradigm in the history of philosophy, while at the same time providing a novel, comprehensible and systematic tool for the study of new information media and their social, cultural and scientific significance and impact.

Cultural study issues in the philosophy of communication

The intrinsic relationship between language, media and culture is most evident in the powerful impact that changes in communication technologies, which have become emblematic of particular cultures, have on the linguistic worlds, thinking and notions of community of the members of those cultures. It may therefore be particularly instructive for the study of the new forms of community that are emerging today to consider the consequences of these technological changes in communication, which are reorganising the way we think and the structure of cognition. The course

will use models from the philosophy of communication to highlight how changes in dominant communication technologies are becoming a major cultural-historical development for both individual and tribal development. For these changes, in addition to their impact on the structure of consciousness and the mental world of the members of cultures, are also becoming sources of social and communal change as cultural- historical processes.

Innovative Thinking and Ethics (Cooperative Doctoral Programme)

Thinking, insofar as it relies on itself, is innovative by nature. Man always wants something new in his own life, in his environment, in his wider world. The development of structured thinking, as shown by the American university experience mentioned above, is innovative, developmental and creative in the study of mathematics, science, technology and information technology.

Topics:

The emergence, history and future development of thinking

Conceptual properties of thinking

Logic

Innovativeness. Contemporary ways of thinking, the art of resonating. Case studies on the structures and nature of thinking in mathematics, science, engineering, computer science. Methodology and philosophy of network research.

Harmony of cultures, multiculturalism, intercultural interactions (Claudia K. Farkas)

One of the characteristics of modern societies is cultural diversity, which is a defining experience, experience and challenge for the members of the community. The complex of questions of cultural heterogeneity also poses question marks for the social sciences that seek to explore and interpret this phenomenon. Understanding and managing cultural differences requires considerable cultural knowledge and tolerance. The aim of this course is to provide insights into the discourse of multi- and interculturalism, which focuses on differences, in the spirit of the idea of harmonious coexistence of different cultures. Through a problem-centred approach, the studio will pay particular attention to the concepts and models of culture, the factors that shape cultural frames of reference and hinder the recognition of otherness, and the various multidimensional interpretations of multiculturalism. It focuses on the intercultural approach and highlights the knowledge, skills and attitudes needed to cope with intercultural situations.

Child culture in a philosophical approach (Imre Bús)

The concept of children's culture and its associated meanings are used by many disciplines in their own conceptual frameworks and even in the practice of cultural life. It is therefore subject to different interpretations. However, the complexity of children's culture helps to provide a more complete interpretation. A critical approach to the subject allows it to be analysed in a broader context, and thus to be approached philosophically.

The course introduces the historical framework and processes of thinking about children and childhood in the light of major philosophical currents. It reviews different interpretations of the culture of children. It presents research, education, practice and theory on the subject at home and abroad. It interprets changes in and the direction of children's culture from an educational and philosophical perspective.

The relationship between culture and organisation in a cultural theoretical approach (Tamás Vámosi)

Within these levels of understanding of culture, corporate culture plays an important role in helping and guiding individuals to thrive and work more effectively within the organisation. In the case of organisations and companies, there is also a culture that is shaped by a variety of factors and that contributes greatly to the functioning of the organisation as a whole. This corporate (or organisational) culture is nothing more than a system of shared assumptions, values and beliefs, accepted and understood by the members of the organisation. The course will shed light on what

becomes accepted norms and values in different countries and cultures, how they affect organisational processes, expectations towards and from individuals, and overall organisational development goals and process. Indeed, there are types of culture that influence in different ways the relationship between the individual, management and the organisation, management approaches, internal and external communication, ethical and behavioural elements and the values of the organisation as a whole.

Critical discourse theory (László Molnár)

The theory and practice of Critical Discourse Analysis (CDA). Discourse analysis: the problem of method; delimitation of discourse; the order of discourse; the application of the archaeological method; text as model; implications of narrative; hermeneutic understanding; dense description; post-structuralist critique of science; discourse analysis and the critical role of the social sciences; social critique and contemporary art.

Pragmatics (Zsuzsanna Schnell)

The foundations of the philosophy of language, the fields of investigation of Pragmatics. Contextual meaning, speaker intention, conversational strategies. Meaning, revelation, context, assumption, implication, inference, metarepresentation.

1. Definition of pragmatics, problems of definition
2. The birth and development of pragmatics
3. Areas of interest in pragmatics: discourse organization, invisible meaning, reference,
4. The beginnings: Austin, Searle, speech acts and the modular conception - basic concepts 5. Indirect revelations
6. Paul Grice: Implications
7. Gricean pragmatics - communicative principle and maxims as discourse-organising principles
8. The cognitive turn - Grice and the cognitive approach
9. Discourse analysis, the structure and structural elements of dialogue, everyday and institutional situations
10. Obsequiousness, indirect utterances as conversational strategies 11. Cross-cultural pragmatics, interference
12. The pragmatics of non-syllabicity - (idioms, humour, indirect utterances) pragmatic competence in atypical cases

Philosophy of Law and Society (Janka Teodóra Nagy)

The interface between the philosophy of law and social philosophy offers a number of new perspectives, both in terms of research methodology and research theory and history. In addition to general topics in the philosophy of law and social philosophy and their approach in the history of philosophy, the programme will explore issues such as the dilemma of relying on tradition and the search for anthropological constants, and the interpretation of the relationship between law and culture in society.

Research topics:

Research topics include the connection to the philosophical foundations of historical anthropology and sociology, the value of legal and moral norms that have defined society as a whole and its autonomous communities in different historical periods, the relationship of law as a cultural phenomenon to the conceptual framework of legal and social philosophy (e.g. the relationship between state, community and individual, fundamental human rights and natural law institutions /marriage, family, children/, contemporary theories of justice and punishment).

New forms of knowledge diffusion and their impact on individuals and communities - modern social philosophical readings (Tamás Brachinger)

Social and Philosophical Issues of Empirical Legal Research (Szabina Bognár)

Social philosophical issues of formal and informal solidarity norm systems (István Varga)

Philosophy of Law (György Andrásy)

Some issues in the philosophy of law and political philosophy. The rights of language. The natural law tradition and legal positivism, human rights philosophy and human rights law, linguistic, cultural and religious rights, and minority rights, with particular attention to the open questions relating to the rights of persons belonging to historical and immigrant minorities.

Languages and rights

Until recently, language rights have been a neglected area of national and international legislation. Even prominent representatives of contemporary political philosophy such as Rawls and Dworkin have not paid much attention to the (minority) language rights of society. Theory and philosophy face three major tasks in relation to language rights: 1. to map, analyse and compare existing language law norms; 2. to compare national and international law norms with contemporary valid legal ideals such as equality of rights, freedom, limited government, etc.; 3. to develop a benchmark for good language law. The completion of the first two tasks, which are mainly analytical in nature, serves as a preliminary study for the third, more difficult, normative task. The issues examined include: the recognised linguistic rights of states, the linguistic rights of minorities, the idea of language protection, the relationship between the right to use a language and social justice, the relationship between freedom of expression and freedom of language use, etc.

State-building: at the border between political science and philosophy (Zsolt Cseporán)

By the end of the second decade of the 21st century, the role of the state and the extent of government had once again come into question. The experience of the 20th century, liberal and conservative interpretations of the welfare state, and the various methods of governance and theoretical and academic conceptions of government have not been able to answer the question. The heterogeneity and dynamic changes in public functions undoubtedly influence the organisational-functional structure of the state, but the public policy and ideological context also shapes the institutional system. Public administration as a practice is thus inseparable from the political-philosophical foundations of government - the research topic aims to explore this synergy in general and complex analysis of the "laws" of the EU and of certain aspects of it.

The research topic adopts an inter- and multidisciplinary approach, using tools from several branches of social sciences and philosophy. Essentially, a complex approach at the intersection of public law, political science and economics provides the backbone of the methodology, which can be broadly described as governance (governology). Within this the primary structure is the "political triangle", one aspect of which is the institutional world of politics (polity), the other aspect represents the conflictual, competing processes of political actors (politics), while the third pillar is the world of political goals and contents (policy). All of this is organised into a theoretical whole by the infusion of ideas and intellectual trends rooted in (political) philosophy, in addition to practical practicality.

Neurophilosophy, Decision Theory (Attila Sik)

Basic issues and methodology of neurophilosophy. Study of the relationship between neuronal systems and the mind, consciousness.

The neuroethics of thought control

It is a long-accepted finding that electrical stimulation of certain areas of the brain produces different sensations, such as motor movement, aggressive behaviour, or religious feelings, to name but a few. Electrical brain stimulation provides relief to brain patients such as Parkinson's disease sufferers, epilepsy sufferers, etc. Recent advances in neuroscience have made it possible to develop methods to selectively stimulate nerve cells in the brain. Optogenetics is a new technique that uses light to manipulate the activity of genetically modified neurons with high efficiency... The main

advantage of this method (e.g. cell-specific activation) is that stimulation has minimal side effects and would be ideal for use in human medicine. Although until now optogenetics has been used in animal studies, there is no doubt that it will find its way into the field of human therapy in the near future. The effect of this stimulation is so specific that behaviour can be modified and thought can be controlled. Light- guided thought control raises important ethical issues, which this project will explore. The output of this project is to explore the potential ethical problems of this treatment technique before its introduction into human therapy.

Neuroaesthetics

The relationship between neural systems and aesthetics. The structure of artworks and the relationship between neural systems.

Neural systems and action theory (Árpád Csathó)

Functioning of neuronal systems and the relationship between behaviour and action.

The Art of Leadership and Decision Making (Cooperative Doctoral Programme)

Wise decision-making is the mark of a good leader. But how do we know we have made the right decision? In our research, we draw on examples from psychology, neuroscience, economics, literature, film and other arts.

Topics:

The concept of wisdom

Intuition, emotion, decision, leadership

The history of leadership from ancient times to the present day. Criteria for leadership