

ANGLISZTIKA MESTERKÉPZÉSI SZAK

A szakot gondozó intézet:

Angol-Amerikai Intézet

A DIPLOMAMUNKÁVAL ÉS A SZAKZÁRÓVIZSGÁVAL KAPCSOLATOS KÖVETELMÉNYEK

Diplomamunka angol (brit) kultúra és társadalom szakirányon

Formai követelmények:

- a diplomamunka a hallgató önálló kutatáson alapuló, a jegyzeteket, tartalomjegyzéket, illusztrációkat stb. nem számítva 80 000 n, azaz kb. 40 oldal terjedelmű tudományos munkája. Tanszékenként, illetve témánként a diplomamunka ennél lehet hosszabb, de rövidebb nem
- a diplomamunkának a bevezető, tárgyalási és összefoglaló részen kívül rendelkeznie kell *belső* címlappal, amelyen a hallgató nevén és a dolgozat angol és magyar nyelvű címén kívül fel kell tüntetni a témavezető nevét, tanszékét, az intézmény nevét (ELTE), és a benyújtás évét (pl. 2011) valamint ezt: „MA Diplomamunka” és „MA Thesis”. Ezen kívül a diplomamunkának rendelkeznie kell tartalomjegyzékkel, és hivatkozásokkal, a felhasznált művek legkevesebb 15 tételes bibliográfiájával, kb. 100-150 szó terjedelmű tartalmi kivonattal (absztrakttal), és nyilatkozattal arról, hogy a munka mentes mindenfajta plágiumtól; az utóbbi kettőnek mindenképpen a dolgozat elején kell szerepelnie
- kérjük, hogy figyelje az Egyetem plágium-ellenőrzésre vonatkozó szabályozását
- a dolgozatot elektronikus formában kell elkészíteni, és elektronikusan (PDF, vagy Word formátumban) kell felölteni a Neptun tanulmányi rendszerbe
- a hallgatónak feltöltés során nyilatkozni kell a Neptunban, hogy a munka saját szellemi terméke
- a szakdolgozat-leadás során egyetlen dokumentum feltöltésére van lehetőség a mellékletekkel együtt
- a hallgatónak a második félév végén (határidők az erre vonatkozó kari rendelkezések és határidők szerint) témát és témavezetőt kell találnia, a témát – diplomamunka-bejelentő lap kitöltésével – jóvá kell hagyatni a témavezetővel, illetve a téma szerinti szaktanszék vezetőjével, akik a jóváhagyásról nyilatkoznak. Ekkor kell jóváhagyatni azt a témakört is, amelyből a hallgató a szakzáróvizsgán tételt húz; a témakörök összeállítása és jóváhagyása az illetékes szaktanszék feladata
- 2021-től minden hallgató csak témavezetői támogatással adhatja le dolgozatát
- a hallgató egy alkalommal (határidők az erre vonatkozó kari rendelkezések és határidők szerint) témát/és vagy témavezetőt változtathat, ezt jóvá kell hagyatni a téma szerinti szaktanszék vezetőjével
- a diplomamunkát a hallgatónak az erre vonatkozó kari rendelkezések és határidők szerint kell feltölteni abban a félévben, amelyikben szakzáróvizsgálni szándékozik

Tartalmi követelmények:

- diplomamunka minden olyan témában írható, amiből az anglisztika MA program kurzust hirdet meg
- a diplomamunka témavezetővel készül, a hallgató – természetesen a tanári kapacitás arányában – témáját és témavezetőjét szabadon választja.

- témavezető lehet minden olyan, az Angol-Amerikai Intézetben dolgozó fő- vagy részmunkaidejű oktató, aki PhD fokozattal rendelkezik.
- a diplomamunka az anglisztika MA szakon angol nyelven készül
- a hallgató köteles témavezetőjével rendszeresen konzultálni;
- a témavezető köteles a hallgatóval rendszeresen konzultálni, szakirodalmat ajánlani, segíteni annak feldolgozását, a megírás menetét, figyelmeztetni a hallgatót a formai és határidős követelményekre.

Minderről részletesen itt olvashat:

<https://btk.elte.hu/content/a-mesterszakok-ma-zarovizsga-kovetelmenyei.t.3331?m=207>

Értékelés:

A diplomamunka értékelésére a téma szerinti szaktanszék vezetője szakértő bírálót jelöl ki. A témavezető a dolgozatot csak kivételes esetben, külön tanszékvezetői engedéllyel bírálhatja. A bíráló köteles a dolgozatot 1-től 5-ig terjedő osztályzattal és legalább egy oldalas – angol vagy magyar nyelvű – szöveges bírálattal értékelni és ebben jelezni, milyen témákat kíván megbeszélni a hallgatóval a védés alkalmával. Amennyiben a témavezető a bírálattal, illetve az érdemjeggyel nem ért egyet, és ezt megfelelőképpen indokolja, kezdeményezheti, hogy a dolgozat másik bírálóhoz kerüljön. Az új bíráló kijelöléséről illetve személyéről a tanszékvezető dönt. Amennyiben a diplomamunka elégtelen osztályzatot kapott, új, illetve átírt diplomamunka beadására csak a következő szakzáróvizsga időszak előtt van mód, az erre vonatkozó kari rendelkezések és határidők szerint. Jobb érdemjegyért új diplomamunkát beadni nem lehet.

MA szakzárás követelményei

A szakzáróvizsgára bocsátás feltétele az elfogadott diplomamunka, az előírt tanegységek elvégzése és a kötelező kreditmennyiség megszerzése.

A szakzáróvizsga menete:

A szakzáróvizsga legalább háromtagú bizottság előtt zajlik, melynek szükséges tagjai:

- a szakzáróvizsga bizottság elnöke
- a diplomamunka bírálója
- egy bizottsági tag

Az elnök és/vagy a bizottsági tag (a bírálóhoz hasonlóan) annak a területnek a szakértője kell legyen, amelyről a dolgozat készült. A szakzáróvizsga bizottság természetesen az intézeti vezetés döntése értelmében bővíthető. A hallgató diplomamunkájának témavezetője a vizsgán részt vehet, de az érdemjegyek odaítélését nem befolyásolhatja.

A szakzáróvizsga két részből áll:

- a hallgató a bírálatra való tekintettel megvédi diplomamunkáját
- a hallgató egy húzott tétel alapján, készülés nélkül, szabad előadásban kifejti egy témát: a téma abból a témakörből való, amelyet az illetékes szaktanszék jóváhagyott, és amelynek szerepelnie kell a tanszékvezető jóváhagyásával a diplomamunka-bejelentő lapon. Tételhúzás előtt a bizottság saját belátása szerint eltávolíthatja azt a tételt, amely átfedésben van a diplomamunka témájával (a hallgatónak azonban minden esetben minden tételből fel kell készülnie, amely az adott témakörhöz tartozik).

A szakzáróvizsga értékelése:

A hallgató a két részre külön-külön osztályzatot kap. Amennyiben valamelyik, vagy mindkét rész végeredménye elégtelen, a hallgató legkorábban a következő vizsgaidőszakban kísérheti meg a záróvizsgát.

A záróvizsga végeredménye a diplomamunka védésére és a tételre szerzett érdemjegyek matematikai átlaga egész számra kerekítve.

További információk a szakzáráshoz: tételsorok, szakirodalom a felkészüléshez:

D) Angol kultúra és társadalom szakirány:

(a tételsorok előtti számok a szakterületen belüli specializációt jelölik)

21 - The Sister Arts

1. The Christian character of medieval literature, painting and architecture.
2. Popular genres and trends in Renaissance literature, painting, architecture and music.
3. Shakespearean inspiration in English literature and art.
4. Classical patterns and forms in eighteenth-century literature, art and architecture.
5. Social awareness and concerns in eighteenth-century literature and art. (The formation of a new, middle-class audience and taste.)
6. Romantic landscape: painting and poetry.
7. Romantic imagination: literature and art.
8. The stylistic variety of Victorian literature, art and architecture.
9. The literary nature of Victorian art.
10. Aestheticism in English literature and art.
11. Tradition and innovation in twentieth-century literature, painting, music and architecture.
12. Twentieth-century reinterpretations of earlier literary, artistic and musical themes, genres or works. (Such as Joyce's *Ulysses* or Francis Bacon's *Study after Velazquez's Portrait of Pope Innocent X*. Bring at least six examples.)

Suggested reading

For the literary part choose works from the lists recommended for the literature courses you have taken.

For art and architecture

Bendiner, Kenneth. *An Introduction to Victorian Painting*. New Haven and London: Yale UP, 1985.

Bindman, David. *Hogarth*. London: Thames and Hudson, 1997.

Butlin, Martin. *William Blake*. London: The Tate Gallery, 1978.

Butlin, Martin and Evelyn Joll. *The Paintings of J.M.W. Turner*. 2 vols. New Haven and London: Yale UP, 1984.

CliftonTaylor, Alec. *The Cathedrals of England*. London: Thames and Hudson, 1979.

Egri, Péter. *Modern Games with Renaissance Forms: from Leonardo and Shakespeare to Warhol and Stoppard*. Budapest: Akadémiai Kiadó, 1996.

Egri, Péter. *Value and Form: Comparative Literature, Painting and Music*. Budapest: Nemzeti Tankönyvkiadó, 1993.

Egri, Péter. *Text in Context: Literature and the Sister Arts*. Budapest: Nemzeti Tankönyvkiadó, 2001.

Gaunt, William. *A Concise History of English Painting*. London: Thames and Hudson, 1985.

Lister, Raymond. *Victorian Narrative Paintings*. London: Museum Press, 1966.

Paulson, Ronald. *The Art of Hogarth*. London: Phaidon, 1975.

Raine, Kathleen. *William Blake*. London: Thames and Hudson, 1996.

Rose, Andrea. *The Pre-Raphaelites*. London, Phaidon, 1992.

Rosenthal, Michael. *Constable: The Painter and his Landscape*. New Haven and London: Yale UP, 1983.

Summerson, John. *Architecture in Britain 1530--1830*. London: Penguin, 1991.

Vaughan, William. *Romanticism and Art*. London: Thames and Hudson, 1978.

Watkin, David. *English Architecture. A Concise History*. London: Thames and Hudson, 1979.

Wilson, Simon. *British Art: from Holbein to the present day*. London: The Tate Gallery and The Bodley Head, 1979.

Wood, Christopher. *Victorian Panorama: Paintings of Victorian Life*. London: Faber and Faber, 1990.

22 - British History I: The History of the British Isles from Roman Times to the Industrial Revolution

1. Describe the circumstances in which Britannia became part of the Roman Empire. How did the Romans and Celts coexist? What were the lasting achievements and monuments of Roman rule? How did Roman rule end in Britannia?
2. Anglo-Saxon England. How and where did the Anglo-Saxons settle, and what were the main characteristics and patterns of their social and cultural life; who were their principal rulers? What were the main junctures of Anglo-Saxon history from 450 to 1066? How was Christianity received in England?
3. Anglo-Norman England. Describe the deep transformation that the introduction of Norman feudalism produced in the institutions of the English state and in the life of ordinary people. What are the main sources of Anglo-Norman history?
4. High Medieval England. *a)* The Angevin Empire; *b)* Magna Carta; its background; history, nature and significance; *c)* The origins of the English Parliament. Simon de Monfort's Parliament, 1265 and the Model Parliament, 1295. Describe the absorption of Wales into the medieval English realm.

5. The Growth of an English National Identity. *a)* The origins and course of the Hundred Years' War; *b)* The history and social consequences of the Black Death in the mid-14th century; *c)* The causes and course of the Peasant's Revolt. Describe the process whereby Scotland was gradually drawn into the sphere of English politics.
6. Medieval English Culture. *a)* The origins, nature, and later evolution of the first colleges of the universities of Oxford and Cambridge. What did the early curriculum contain? *b)* The achievements of early English philosophical thinking; the significance of John Wycliffe; *c)* The peculiarities of medieval English church architecture.
7. The Tudor Monarchy I (1485-1558). Describe the radical transformation of the institutions of the state and of the life of ordinary people as a result of the Tudor policies. In particular, comment on *a)* the "Tudor Revolution in Government" attributed to Henry VII and Henry VIII, and outline the activities of Henry VIII's great administrators; *b)* the enclosures and the dissolution of the monasteries; *c)* the story of the English Reformation.
8. The Tudor Monarchy II (1558-1603). Elizabethan England. *a)* the conflict with Spain, economic reform, religious settlement, continued centralisation of government; *b)* the Queen's favourites, *c)* flourishing arts and culture.
9. The Road to Civil War and Revolution: economic, social and ideological background. The role of Scotland. Describe the history of the English Commonwealth and the causes of its eventual downfall.
10. Restoration England and the "Glorious Revolution". How did the Stuarts fail the expectations of Parliament? Describe the course and character of the Williamite settlement, comment on the significance of the Bill of Rights in terms of the evolution of the British Constitution and the development of a new form of governance. What happened in Ireland in the aftermath of the settlement in England?
11. The Rise of Great Britain and the Whig ascendancy. Describe the background and circumstances of the Act of Settlement. Why did a Protestant succession need to be secured at all costs? The significance of the establishment of the Bank of England. How was the Union of England and Scotland forged in 1707? Hanoverians as English monarchs; comment on the new culture and values of Georgian England. The Duke of Marlborough, the Court and the War of the Spanish Succession. Sir Robert Walpole and the office of "Prime Minister". The Jacobite risings of '15 and '45. The appearance of a nascent system of political parties. The loss of the American colonies: causes and consequences.
12. The economic, social, geographical and political background of the Agricultural and Industrial Revolution in England and Scotland. The role of the Scottish economists. The causes and nature of the revolution in transport. Which industries led the way and why? Name inventors, inventions and applications. Where were certain industries concentrated? Social consequences, early demands for change and protests on the part of the entrepreneurial and the working classes.

Select reading list

Churchill, Winston S. *A History of the English-speaking Peoples*, 4 vols, London: Cassell and Company, 1956. (Vols. 1, 2, and until [incl.] chapter XVII of vol. 3)

Curtis, Edmund. *A History of Ireland*, London: Methuen, 1936 (And later editions) (Relevant parts)

Feiling, Keith. *A History of England. From the Coming of the English to 1918*, London, Macmillan, 1950. (pp. 3-739)

Frank, Tibor and Magyarics, Tamás. *Handouts for British History*, Budapest: Nemzeti Tankönyvkiadó, 1994. (Relevant parts)

Bagley, J.J. and Rowley, P.B. *A Documentary History of England*, Vol. 2, (1066-1540), Harmondsworth: Penguin, 1966.

Davies, Norman. *The Isles, A History*, London: Macmillan, 1999. (Relevant parts)

Elton, Geoffrey R. *England Under the Tudors*, London: Methuen & Co Ltd, 1955.

Hobsbawm, E.J. *Industry and Empire*, London: Weidenfeld and Nicolson, 1968. (Pp. 8-108 of the 1969 Penguin edition.)

Holt, J.C. *Magna Carta*, Cambridge: Cambridge University Press, 1992.

Joliffe, J.E.A. *The Constitutional History of Medieval England*, (Second edition), London: Adam and Charles Black, 1948.

Keir, Sir David Lindsay. *The Constitutional History of Modern Britain, 1485-1951*, (Fifth edition), London: Adam and Charles Black, 1955.

Lee, Christopher. *This Sceptred Isle*, vol. 1, 55 BC-1901. *From the Roman Invasion to the Death of Queen Victoria*, London: BBC Books, 1997. (pp. 1-469)

Maitland, F.W. *The Constitutional History of England*, Edited by H.A.L. Fisher, Cambridge: Cambridge University Press, 1908. (And later editions)

Morgan, Kenneth O, ed. *The Oxford Illustrated History of Britain*, Oxford: Oxford University Press, 1984. (Relevant parts)

Palmer, Alan and Veronica. *The Chronology of British History*, London: Century, 1992.

Plumb, J.H. et al eds. *The English Heritage*, St. Louis, Missouri: Forum Press, 1978. (Relevant parts)

Roberts, C and D. *A History of England*, 3rd edition, vol. 1: Prehistory to 1714, vol. 2: 1688 to the Present (relevant parts), Englewood Cliffs, New York: Prentice-Hall, 1998.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*, 2 vols, Indianapolis: Liberty Fund, 1981. (Reprint of the original edition: London: W. Strahan and T. Cadell, 1776)

Stenton, F.M. *Anglo-Saxon England*, (Second edition), Oxford: The Clarendon Press, 1947.

Williams, E.N. *A Documentary History of England*, Vol. 2, (1559-1931) Harmondsworth: Penguin, 1965.

Williams, Glyn and Ramsden, John. *Ruling Britannia. A Political History of Britain, 1688-1988*, London: Longman, 1990. (Relevant parts)

23 - British history II: The History of the British Isles from the Industrial Revolution to the Present Day

1. The Wars with France. Castlereagh and the Congress of Vienna. Peterloo and the Six Acts. Liberal (New) Toryism: Reforms in the economy, the justice system and new trends in foreign policy. Catholic emancipation.
2. Chartism and the Anti Corn Law League. Victorian Party politics. The emergence of the of the Liberal and Conservative parties, their leaders and their policies: economic, social and foreign. Portraits of Disraeli and Gladstone.

3. A Century of Reform Bills. 1832, 1867, 1872, 1884-85, 1911, 1949. Elaborate on the process of the extension of the franchise and the redistribution parliamentary seats in Britain.
4. Britain and Europe: Victorian foreign policy under Palmerston, Disraeli, Gladstone, and Lansdowne. British attitudes to France, Germany, Russia, Ottoman Turkey and Austria-Hungary. General doctrines, particular problems. The Eastern Question.
5. Britain and the World. The expansion and administration of the British Empire, 1815-1931. India: the East India Company, the Sepoy Mutiny (1857), direct rule, and "The Great Game". The "Scramble for Africa". White dominions vs. Coloured colonies. The post-First World War mandates. Economic decline and political tensions from the late 19th century. Rapid retreat: decolonisation after the Second World War.
6. The struggle for Irish autonomy and independence. The Home Rule Bills. Radicalisation: Fenians, the IRB, Sinn Fein and the Easter Rising. Partition. Ireland and Great Britain during the two world wars. The origins of the Troubles.
7. Liberal landslide in 1906. David Lloyd George, Winston Churchill and the "People's Budget" of 1909. The question of tariffs and armaments. The "Strange Death of Liberalism", 1910-1914: the workers, women and Ireland. Britain and the origins of the First World War. Britain's changing position in the world, 1890s to 1914, especially with regard to Germany, France, Russia and the Ottoman Empire. The Boer War. The Eastern Question comes to a head. Accommodation with Japan. The foreign policy of Sir Edward Grey.
8. Great Britain and the First World War. The desperate reckoning: August 1914-December 1916. Lloyd George and his new dispensation: War Cabinet, War Economy. Britain and the Peace treaties, 1919-1923. The new British Mandates in the Middle East.
9. Great Britain during the interwar years. The end of the wartime coalition, deep economic crisis. The question of the Gold Standard. The first Labour government. European security: Britain and the Treaty of Locarno. The General Strike of 1926. The National Government. Stanley Baldwin, Neville Chamberlain and the question of the appeasement of dictators on the Continent.
10. Britain and the Second World War. The Phoney War, Norway, Dunkirk. The Fall of France, Churchill becomes Prime Minister. Changes in administration; the home policies of the new government; the role of Clement Attlee and the Trade Union leaders. 1940; the Battle of Britain: Britain's "Finest Hour". Retreat from Greece. In the "Grand Alliance". Campaigns in Africa, D-Day and Europe. The great wartime conferences. Britain's diminishing role in the Alliance. The "Home Front" and social transformation. The significance of the Beveridge Report.
11. The Attlee government and the nationalisation of key industries and the Bank of England. Aneurin Bevan and the National Health Service. Democratisation of the education system. Financial collapse. Retreat from Empire: India, Palestine, the Persian Gulf, Africa, Malaya. Relations with the United States, the Commonwealth and Europe. Churchill and Eden. The fiasco at Suez in 1956.
12. From political consensus to confrontation. Macmillan, Wilson, Heath, Callaghan and Thatcher. What does the term "Butskellism" refer to? Describe Britain's faltering process of accession to the European Economic Community, and the subsequent difficulties of membership. Margaret Thatcher and Neo-Conservatism.

Select reading list

- Blythe, Ronald. *The Age of Illusion: England in the Twenties and Thirties 1919-1940*, London: Hamish Hamilton, 1963.
- Campbell, John. *Edward Heath, a biography*, London: Jonathan Cape, 1993.
- Churchill, Winston S. *A History of the English-speaking Peoples*, 4 vols, London: Cassell and Company, 1956. (Vol. 3 from [incl.] chapter XVIII, and vol. 4)
- Cook, Chris and Stevenson, John. *The Longman Handbook of Modern British History, 1714-1995*, (3rd edition), London: Longman, 1996.
- Curtis, Edmund. *A History of Ireland*, London: Methuen, 1936 (And later editions) (Relevant parts)
- Dangerfield, George. *The Strange Death of Liberal England 1910-1914*, London, 1935 (and later editions).
- Davies, Norman. *The Isles, A History*, London: Macmillan, 1999. (Relevant parts)
- Feiling, Keith. *A History of England. From the Coming of the English to 1918*, London, Macmillan, 1950. (pp. 740-1120)
- Frank, Tibor and Magyarics, Tamás. *Handouts for British History*, Budapest: Nemzeti Tankönyvkiadó, 1994. (Relevant parts)
- Hobsbawm, E.J. *Industry and Empire*, London: Weidenfeld and Nicolson, 1968. (Pp. 109-321 of the 1969 Penguin edition.)
- Kee, Robert. *The Green Flag*, London: Weidenfeld and Nicolson, 1972.
- Keir, Sir David Lindsay. *The Constitutional History of Modern Britain, 1485-1951*, (Fifth edition), London: Adam and Charles Black, 1955.
- Lee, Christopher. *This Sceptred Isle*, vol. 1, *55 BC-1901. From the Roman Invasion to the Death of Queen Victoria*, London: BBC Books, 1997. (pp. 470-631)
- Lee, Christopher. *This Sceptred Isle*, vol. 2, *The Twentieth Century*, London: BBC Books, 2000.
- McCord, Norman. *British History 1815-1906*, (Series title: *The Short History of the Modern World*, General Editor: J.M. Roberts), Oxford: Oxford University Press, 1991.
- Madgwick, P.J., Steeds, D. and Williams, L.J. *Britain Since 1945*, London: Hutchinson, 1982.
- Maitland, F.W. *The Constitutional History of England*, Edited by H.A.L. Fisher, Cambridge: Cambridge University Press, 1908. (And later editions) (Relevant parts)
- Morgan, Kenneth O, ed. *The Oxford Illustrated History of Britain*, Oxford: Oxford University Press, 1984. (Relevant parts)
- Mowat, Charles Loch. *Britain Between the Wars, 1918-1940*, London: Methuen, 1955.
- Palmer, Alan and Veronica. *The Chronology of British History*, London: Century, 1992.
- Pelling, Henry. *Modern Britain, 1885-1955*, London: Thomas Nelson & Sons Ltd, 1960.
- Plumb, J.H. et al eds. *The English Heritage*, St. Louis, Missouri: Forum Press, 1978. (Relevant parts)
- Reynolds, David. *Britannia Overruled. British Policy & World Power in the 20th Century*, London: Longman, 1991.
- Roberts, C and D. *A History of England*, 3rd edition, vol. 2: *1688 to the Present*, Englewood Cliffs, New York: Prentice-Hall, 1998. (Relevant parts)

Robson, W. *20th Century Britain*, Oxford: Oxford University Press, 1973.

Sanders, David. *Losing and Empire, Finding a Role. British Foreign Policy Since 1945*, London: Macmillan, 1990.

Sissons, Michael and French, Philip, eds. *Age of Austerity, 1945-1951*, London: Hodder and Stoughton, 1963.

Sked, Alan and Cook, Chris. *Post-war Britain: a political history*, 3rd edition, London: Penguin Books, 1990.

Smith, Leslie. *Harold Wilson. The Authentic Portrait*, New York: Charles Scribner's Sons, 1964.

Taylor, A.J.P. *English History 1914-1945*, Oxford University Press, 1965.

Thatcher, Margaret. *The Downing Street Years*, London: HarperCollins, 1993.

Thatcher, Margaret. *The Path to Power*, London: HarperCollins, 1995.

Williams, E.N. *A Documentary History of England*, Vol. 2, (1559-1931) Harmondsworth: Penguin, 1965. (Relevant parts)

Williams, Glyn and Ramsden, John. *Ruling Britannia. A Political History of Britain, 1688-1988*, London: Longman, 1990. (Relevant parts)

24 - The Contemporary British Scene (Political, Social, Cultural and Economic Issues)

1. The changing Constitution. Give an account of the current evolution and reform of the main institutions of British government: the Monarchy (e.g. changing role, relevance, funding, etc.) Parliament (e.g. House of Lords reform, electoral reform, devolution, etc.), Cabinet and the Prime Minister (e.g. increasing authority of the PM, etc.), the political parties (relevance, changing policies and appeal of particular parties, problems of funding, etc) the established Church (e.g. relevance, women's role in, etc), local government, NGOs, watchdogs, focus groups.
2. Outline the process through which women have gained full legal and political equality with men in Britain. What are the still outstanding issues which need to be addressed in terms of women's rights in the spheres of employment, education, defence forces, leadership roles, birth control, criminal justice, role in the family, the life of single mothers, or other areas that you would like to mention.
3. The United Kingdom and European integration. Describe the often controversial relationship between Britain and the evolving European Union since British accession to the present. What has been the British attitude (give examples of governments, the dissenting views of parties, groups or individual politicians) to issues such as the Common Agricultural Policy, the regional policy of the EU, EU enlargement, majority voting, a common foreign, defence and taxation policy, legal harmonisation, co-ordinated human rights legislation and policy, adherence to EU directives on trade, health and the environment, and accession to the common European currency?
4. How did English law and the general public regard aliens in various historical periods? How did the ethnic map of Great Britain change as a result of immigration in the 19th and 20th centuries? How has the legacy of the Empire affect immigration patterns to Britain over the past decades? What is the composition, geographic distribution, social and political status and role of

the principal minorities (national, racial, religious, not including the indigenous "Celtic" minorities) living in the United Kingdom today? Describe the cultural features and achievements of a number of minority groups of your choice. What is the composition and what are the motivating factors of new immigration? What process and treatment do immigrants face when they arrive in Britain? Comment on the meaning of the following terms in the context of British immigration policy: Immigrant, migrant, refugee, asylum seeker.

5. The printed media in Britain. Name the main British broadsheet and tabloid newspapers, weekly and monthly papers and journals, and comment on their general profiles. How has the role and nature of journalism changed in Britain over the past few decades? How have recent changes in the vastly increased availability of information and entertainment sources, including the Internet, affect readership, proprietorship, content, circulation figures and political affiliation in the printed media?
6. The broadcast media in Britain. Outline the evolution of British broadcasting from the establishment of the BBC. Describe the BBC's Royal Charter, and comment on its social, educational and political role from the 1920s onwards. Discuss the various changes, and their effects, in radio and television broadcasting that commercial liberalisation and the recent revolution in technical delivery systems has created in Britain. (Changing organisational patterns within the BBC, mergers and de-mergers in the independent sector, B Sky B, satellite broadcasting, digital broadcasting, broadcast media on the Internet.)
7. Briefly outline the historical background of the incorporation of Wales and Scotland into the British monarchy. How has the Union fared? What steps have been taken in recent decades to introduce devolved government in Scotland and Wales? What are the devolved institutions, what powers do they have and how do they operate? Describe the ambitions of various groups to widen and deepen the devolution process in Scotland and Wales. What may be the possible consequences for England and the United Kingdom as a whole? Which regions within England claim a separate identity, on what basis and with what possible consequences?
8. In what way is the present political and constitutional settlement in Northern Ireland rooted in the history of Anglo-Irish relations? Outline the events, including their causes and consequences, referred to as the "Troubles" in Ireland. What historical and social forces operate on either side of the divide? Briefly describe their cultural as well as political differences. What has been the history of Home Government for Northern Ireland in the past decades? Outline the process that resulted in the Good Friday (Belfast) Agreement (10 April 1998). How do devolved institutions work in Northern Ireland today, what are the continuing problems? What are the prospects for, and concrete conditions of, the creation of a united Ireland?
9. Outline the history of the establishment and maintenance of the welfare state in Britain, with special regard to public health, the provision of various social, welfare and employment-related services and benefits. Summarise the main current controversies surrounding the welfare system? (Private financing, quality of service, the NHS, state and private pensions, an ageing population.). Describe the problems concerning the so-called "North-South divide" in Britain and its connections with the welfare of the nation. (Has the Exe-Tees line survived?)
10. Describe the British public and private education system. Briefly outline its evolution in the 19th and 20th centuries. (Changing social background, legislation, types of secondary and tertiary educational institutions.) How have recent demographic, cultural, social and political developments affect the curriculum, operation, funding and examination system of schools and universities? What are the current debates and problems in this field?
11. Describe the British justice system. How and why is the system different in England, Scotland and Northern Ireland? Describe the main sources of English Law: Common Law, UK home

legislation, and European rules. What are the remaining differences between the British and the Continental (Western European) approaches to the freedom of the individual? Briefly explain the operation of the main elements of the English court system: magistrates, appeal courts and the House of Lords; the Crown Prosecution Service, barristers, solicitors, the jury system, and the question of legal aid? What are main changes that were implemented in the 20th century? What reforms are being contemplated today and why? (Jury system, tightening criminal legislation, the role of the executive [Home Secretary], role of the Lord Chancellor, etc.)

12. Current party political issues and developments in Britain. Where does the Labour Party (New Labour), the main, Conservative, opposition and the Liberal Democratic Party stand on such issues as the public services (education, health, and transport), taxation (redistribution of wealth), weight of the public and private sectors, the environment, electoral reform, immigration, the justice system, devolution (including Northern Ireland), the crisis in rural areas, European integration (Britain's role, changing structure of the European Union, enlargement, etc.) How do they address the decline in interest in the traditional parties? Who are the main leaders and defining figures of the main parties? What main controversies exist within the parties? Briefly describe the outcome of the past three general elections in the UK.

Select reading list

Bagehot, Walter. *The English Constitution*, (originally published in 1867), Glasgow: Fontana/Collins, 1963. (Introduction by R.H.S. Crossman)

Bell, J. Bowyer. *The Irish Troubles. A generation of violence, 1967-1992*, Dublin: Gill & Macmillan Ltd, 1993.

Blake, Robert. *The Conservative Party from Peel to Major*, London: Arrow Books, 1998.

Briggs, Asa. *The BBC: the first fifty years*, Oxford: Oxford University Press, 1985.

Britain[date], *An Official Handbook*, London: Central Office of Information, HMSO, [Various years].

Campbell, John. *Edward Heath, a biography*, London: Jonathan Cape, 1993.

Coxall, Bill and Robins, Lynton. *Contemporary British Politics*, London: Macmillan, 1998.

Curran, James & Seaton, Jean. *Power Without Responsibility. The Press and Broadcasting in Britain*, Glasgow: Fontana, 1981.

Dillon, Martin. *The Dirty War*, London: Hutchinson, 1990.

Ewing, K.D. and Gearty, C.A. *Freedom Under Thatcher. Civil Liberties in Modern Britain*, Oxford: The Clarendon Press, 1990.

Forman, F.N. *Mastering British Politics*, London: Macmillan, 1985.

Hobsbawm, Eric and Ranger, Terence, eds. *The Invention of Tradition*, Cambridge: Cambridge University Press, 1983.

Jennings, Sir Ivor. *The Queen's Government (Revised Edition)*, Harmondsworth: Penguin, 1954.

Jennings, W Ivor. *Parliament*, Cambridge: Cambridge University Press, 1939, 1948.

Jewell, R.E.C. *British Constitution*, Teach Yourself Books, London: Hodder & Stoughton, 1964.

Kee, Robert. *The Green Flag*, London: Weidenfeld and Nicolson, 1972.

Lawson, Nigel. *The View From No. 11. Memoirs of a Tory Radical*, London: Corgi, 1993.

Lee, Christopher. *This Sceptred Isle*, vol. 2, *The Twentieth Century*, London: BBC Books, 2000.

Lively, Jack and Adam. *Democracy in Britain. A Reader*, The British Council, Oxford: Blackwell, 1994.

Lovell, ed. *British Feminist Thought. A Reader*, Oxford: Blackwell, 1990.

Marwick, A. *British Society Since 1945*, London, latest edition.

Musman, R. *Britain Today*, London: Longman, first published 1973, latest edition.

Ranelagh, John. *Thatcher's People. An insider's account of the politics, the power and the personalities*, London: HarperCollins, 1991.

Reynolds, David. *Britannia Overruled. British Policy & World Power in the 20th Century*, London: Longman, 1991.

Room, Adrian. *Dictionary of Britain*, Oxford: Oxford University Press, 1986 (or later editions).

Sampson, Anthony. *Anatomy of Britain Today*, London: Hodder and Stoughton, first published 1965, latest edition.

Sanders, David. *Losing and Empire, Finding a Role, British Foreign Policy Since 1945*, London: Macmillan, 1990.

Silk, Paul & Walters, Rhodri. *How Parliament Works*, Fourth Edition, London: Longman, 2001.

Sked, Alan and Cook, Chris. *Post-war Britain: a political history*, 3rd edition, London: Penguin Books, 1990.

Snow, C.P. *Corridors of Power*, London: Macmillan, 1964.

Thatcher, Margaret. *The Downing Street Years*, London: HarperCollins, 1993.

Thatcher, Margaret. *The Path to Power*, London: HarperCollins, 1995.

Young, Hugo. *One of Us: a biography of Margaret Thatcher*, London: Macmillan, 1989.

25 - Culture, Language and Communication Studies

remark

These are the final examination questions for students having written their MA thesis in an area related to Culture, Language and Communication Studies in the British Cultural Studies track

The key concepts of the topics are discussed in the *BMA-ANG-A4 Intercultural Communication Studies* lecture series, while the illustrations can be based on issues discussed in the different seminars.

1. Discuss different elements of culture both in the 'Big C culture' and 'small c culture' areas, and illustrate their role in intercultural situations on the basis of a literary piece, a film or a publicly known event.
2. Describe the elements of communicative competence and explain their relevance in an intercultural situation on the basis of a literary piece or a film.
3. Discuss Byram's construct of intercultural communicative competence and the attributes that are necessary to achieve it. Illustrate these through a concrete situation, too.
4. Discuss the concepts of 'culture clash' and 'culture shock', illustrate these by describing concrete situations and describe various ways in which they can be prevented.

5. Describe the process and stages of acculturation. Discuss how language proficiency is linked to these stages, and illustrate the stages through a literary piece, a film or a publicly known event.
6. Discuss cultural dimensions that characterise a person's relation to themselves and other people, and explain how these affect intercultural communication. Illustrate these on the basis of a literary piece, a film or a publicly known event.
7. Discuss cultural dimensions that characterise a person's relation to context and situations, and explain how these affect intercultural communication. Illustrate these on the basis of a literary piece, a film or a publicly known event.
8. Discuss cultural dimensions that characterise a person's relation to time, and explain how these affect intercultural communication and how other cultural dimensions are also connected to these. Illustrate these on the basis of a literary piece, a film or a publicly known event.
9. Discuss sociolinguistic issues in language use, cultural identity and intercultural communication. Illustrate these on the basis of a literary piece, a film or a publicly known event.
10. Discuss the relevance of pragmatics in intercultural communication. Illustrate this on the basis of a literary piece, a film or a publicly known event.
11. Discuss the role of discourse features in intercultural communication. Illustrate your points by referring to concrete texts or text types.
12. Discuss the role of nonverbal features in intercultural communication. Provide an illustration on the basis of a literary piece, a film or a publicly known event.

Recommended readings

- Barna, L.M. (1994). *Stumbling Blocks in Intercultural Communication*. In Samovar, L.M. & R.E. Porter (Eds.) *Intercultural Communication – A reader*. Belmont CA: Wadsworth Publishing Company.
- Bennett, M. J. (1997). How Not to Be a Fluent Fool: Understanding the Cultural Dimension of language. In: Fanitini, A. F. (Ed.). *New Ways in Teaching Culture*. (16–21). Alexandria, VA: TESOL.
- Bolinger, D. (1980). *Language - The Loaded Weapon*. Harlow, Longman.
- Byram, M., C. Morgan et al. (1994). *Teaching-and-Learning Language-and-Culture*. Clevedon, Multilingual Matters No.100.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Cook, G. (1990). *Discourse*. Oxford: Oxford University Press.
- Connor, U. (1996). *Contrastive rhetoric*. Cambridge: Cambridge University Press.
- Damen, L. (1987). *Culture Learning: The Fifth Dimension on the Language Classroom*. Reading, MA: Addison-Wesley.
- Enyedi Á. (2000). Culture Shock in the Classroom. *novELTy* 7 (1), 4-16. electronically available: <http://deal.elte.hu/pages/novelty/index.htm>
- Fantini, A.E. (ed.). (1997). *New Ways in Teaching Culture*. Alexandria V.A.: TESOL.
- Hall, E.T. & M.R. Hall (1990). *Understanding Cultural Differences*. Yarmouth: Intercultural Press.
- Hofstede, G. (1994). *Cultures and Organizations – Software of the Mind*. London: Harper Collins Publishers.

- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Kramersch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- Kramersch, C. (2001). Language, culture and voice in the teaching of English as a foreign language. *novELTy* 8 (1), 4-21. electronically available: <http://deal.elte.hu/pages/novelty/index.htm>
- Polyák, I. (2004). *Cross-Cultural Communication*. Budapest: Perefekt.
- Prodromou, L. (1992). What culture? Which culture? Cross cultural factors in language learning. *ELT Journal* 46 (1) 39-50.
- Samovar, L.M. & R.E. Porter (Eds.) (1994). *Intercultural Communication – A reader*. Belmont CA: Wadsworth Publishing Company.
- Schiffrin, D. (1996). Interactional Sociolinguistics. In: McKay, Sandra Lee és Hornberger, N.H. (Ed.). *Sociolinguistics and Language Teaching*. (307–328). Cambridge: Cambridge University Press.
- Tomalin, B. & S. Stempleski (1993). *Cultural Awareness*. Oxford: Oxford University Press.
- Valdes, J.M. (ed.). (1986). *Culture Bound*. Cambridge: Cambridge University Press.
- Williams, R. (1983). *Keywords - A vocabulary of culture and society*. London: Flamingo. (pp.87-93)
- Yule, George (1996). *Pragmatics*. Oxford: Oxford University Press.

Az oklevél minősítése:

Az oklevél minősítését a záróvizsgára szerzett (A) és a szakdolgozatra (B) kapott érdemjegyek *súlyozott átlaga* adja a következők szerint: $(A*0,45) + (B*0,55)$.

Az oklevél minősítése a HKR 84§ (6) alapján két tizedesjegyre kiszámított átlageredmény alapján történik:

- kiváló, ha az átlag 5,00,
- jeles, ha az átlag: 4,51-4,99,
- jó, ha az átlag 3,51-4,50,
- közepes, ha az átlag 2,51-3,50,
- elégséges, ha az átlag 2,00-2,50.