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<tr>
<td>Thorsten BENNER</td>
<td>Senior Advisor</td>
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<tr>
<td>Edward BRANAGAN</td>
<td>Associate Dean for Student Affairs, Administration and Finance</td>
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<tr>
<td>Vanessa DAURER</td>
<td>Program Assistant</td>
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<tr>
<td>Polina GEORGESCU</td>
<td>Dean’s Fellow</td>
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<tr>
<td>Éva HARTAY</td>
<td>Finance Coordinator</td>
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<tr>
<td>Katalin HORVÁTH</td>
<td>Head of Student Affairs</td>
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<tr>
<td>Gabriella KELEMEN</td>
<td>Program Coordinator</td>
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<tr>
<td>Susanne LANE</td>
<td>Director of Communications</td>
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<tr>
<td>Dorothy LINEER</td>
<td>Web Editor</td>
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<tr>
<td>Krisztina MÓRICZ</td>
<td>Program Coordinator</td>
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<tr>
<td>Wolfgang H. REINICKE</td>
<td>Dean and Professor</td>
</tr>
<tr>
<td>Anikó TÓTH</td>
<td>Executive Assistant to the Dean</td>
</tr>
</tbody>
</table>
the spp team

Professional Development

Dumitrita HOLDIS, Program Assistant
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Whom to see

Katalin HORVÁTH  •  exams, grades, cross-listing, waiting lists
•  course evaluations
•  general student counseling

Gabriella KELEMEN  •  class schedule, room & technical equipment reservation
•  course syllabi, e-learning

Daniel LARGE  •  MPA program/curriculum

Dorothy LINEER  •  website management
•  social media

Krisztina MÓRICZ  •  event organization (public lectures, workshops, job talks, conferences)

Anikó TÓTH  •  appointments with the Dean
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*Communications Director*, International Crisis Group

Matthias BIRK  
*Leadership Consultant & Coach*

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*Practitioner in Residence*, SPP

Myriam DUNN CAVELTY  
*Lecturer & Senior Researcher*, Center for Security Studies

Jennifer GIROUX  
*Senior Researcher*, Center for Security Studies

Tobias LEIPPRAND  
*SFI Faculty Lead*, SPP

Sebastian LITTA  
*Associate Partner*, Schumacher & Baumanns

Bernhard LORENTZ  
*Visiting Scholar*, Center for Philanthropy and Civil Society, Stanford University

Anne ROLVERING  
*Managing Director*, Schwarzkopf Foundation Young Europe

Ben SCOTT  
*Senior Advisor*, Open Technology Institute, New America Foundation

Robert TEMPLER  
*Professor of Practice*, SPP

Oliver M. TRIEBEL  
*SFI Faculty Lead*, SPP
I. Communication and Student Guidance

Students will receive information of any important decisions affecting particular courses, students’ work, or the program in general via email by the course instructors, SPP staff as well as CEU central administration units. Additionally, some notices will be posted on the notice board, or placed in students’ mailboxes. Students are kindly requested to read all information distributed and to check their CEU e-mail on a regular basis.

II. Course Evaluations

Students will be asked to evaluate all courses they attended. Short and anonymous on-line surveys will be conducted at the end of each course. Students are kindly requested to fill out the on-line anonymous forms after receiving the request, since the feedback gained through the forms is crucial in assessing and improving teaching and course quality. Course instructors may only access the anonymous student evaluations after they have submitted the final course grades.

III. Printing Policy

The University subsidizes printing. The allowance for full-time Masters’ students is 2,700 pages per annum. Further printing quota can be purchased through the CEU Finance Office.

IV. Service Hours

The School of Public Policy educates future leaders from around the globe who are committed to the public good. Integral to this mission is for students who enroll in the School’s MPA program to perform service for the (SPP) community each year.

The types of tasks students will be asked to sign up for include but are not limited to assistance with/ organization of SPP academic or social events, participation in recruitment activities, administrative assistance with admissions. Students may also propose meaningful forms of community service.
At the end of each term, students are requested to send a list of their service activities to the Program Assistant (Vanessa Daurer).

V. Student Representation

Students are represented within the school via student representatives, and at the university level via a Student Union. SPP organizes elections for student representatives (1 representative, 1 deputy) at the beginning of the fall term.

The CEU Student Union (SU) is the self-government of students enrolled at Central European University. Every year, the students of academic units elect their representatives to the SU Assembly (SUA). The assembly is the highest decision-making body of the SU and it provides representation in matters of academic, administrative and/or disciplinary nature. The SU Board (SUB) is the main decision-making body in-between two SUA meetings and the key executive body of the Union.

More information on the CEU Student Union is available at https://studentunion.ceu.hu. For representation of students in the CEU Residence Center (dormitory), a Residence Center Council is established each year, composed of Resident Counselors representing the residents of the facility. Resident Counselors (RCs) are chosen for their positive attitude, leadership potential, and sense of commitment. They work closely with the Dormitory Student Services Manager.

VI. Policy on Smoking, Designated Smoking Areas

Smoking is strictly prohibited within five meters of all building entrances. CEU has designated smoking areas in the following places:

- Nádor utca 9 (Faculty Tower) – 2nd floor Japanese Garden
- Nádor utca 9 (Monument Building) – 2nd floor roof terrace
- Nádor utca 15 – ground floor courtyard
- Frankel Leó utca 30–34 – 4th floor roof garden
- Kerepesi út 87 – courtyard
I. Credit Requirements

Students will be required to complete 72 CEU credits (20 credits for mandatory courses, 12 credits for skills courses, 32 credits for elective courses, 8 credits for the Passion Project). In order to receive the Master of Public Administration degree, students must receive passing grades (C+ or above) for all courses completed and reach a minimum final GPA of 2.66.

For a list of courses and credit requirements see Appendix B.

Please note also that no degree is awarded until all outstanding financial responsibilities are met and the Leaving Form is submitted on-line and cleared by all appropriate units.

II. Areas of Concentration

Students will be able to choose from a diverse range of courses that integrate a strong policy practice component into the classroom experience.

Students may opt for ONE of the following areas of concentration:

- Regional and Global Governance
- Human Security and Sustainable Development
- Global Media and Communication

For the list of courses offered in each area of concentration please see Appendix C. To complete a concentration a minimum of 12 credits from the respective field needs to be successfully completed by the end of year 2.

III. The Passion Project

Passion Projects are about learning in action. As part of the core curriculum of the MPA program at SPP, Passion Projects are the culmination of the effort to bridge classroom and experiential learning. They provide students with a critical learning experience while immersing themselves in a real world environment.
Passion Projects are student-led, policy-oriented capstone projects. Over the course of the two-year program, students work in teams and together with different clients – to address challenges, identify opportunities, and/or conduct research on a pressing social question. Passion Projects integrate and enhance student learning in different arenas: a policy-related content or issue area; key professional skills including project management and teamwork; and methods for gathering, analyzing and reporting data.

Each Passion Project team approaches their client and assignment with a high degree of initiative and professionalism. Teams work with clients to design and organize their projects into a thorough implementation plan that results in a high-quality work product that aims to help improve the client’s performance and meet its policy objectives. Clients include non-profit organizations, government, international organizations, and other policy-related institutions.

Passion Projects are selected and teams assigned in the Fall term of Year 1. Directly linked to their Passion Projects, students participate in two skills-based seminars (Project Management I & II) in the Winter and Spring term of Year 1. These seminars emphasize key project management skills and provide a guided approach to solidify client-team relationships, clarify scopes of work, develop a comprehensive work plan and budget, and request funding for project related expenses, as appropriate. The seminars are mandatory for students and a requirement for Passion Projects.

Passion Project “clinics” are offered in Year 2 to provide a range of support to teams as they implement their projects, to encourage reflection and discussion, and to share lessons learned between teams. All teams prepare a mid-term and final report, participate in an oral “defense”, and develop a professional presentation that is publicly presented at a Passion Project Expo event at the end of Year 2. The Passion Project Expo is open to clients, SPP, and the broader CEU community.

Each team of three to five students will have a SPP faculty advisor to provide content-specific and technical guidance throughout the process. The Passion Project Program Office will coordinate the requirements of the program and provide day-to-day, operational support to students and teams. Upon completion of the project, the Passion Project Program Office will determine whether teams have fulfilled their requirements and will coordinate an inclusive evaluation process, of which the results will be shared with each team. The Passion Project yields a total of 8 academic credits and is a requirement for graduation from the MPA program.

The Passion Project is a process that is ultimately meant to provide students with broad
content and experience in a policy-related setting. It is not meant to provide experience in a specific organization or sector, per se. Students are encouraged to seek internships and job opportunities to gain experience in specific organizations, rather than rely on the Passion Project to provide that experience.

The focal person for questions, comments, and support needs related to Passion Projects is the Director, Passion Projects.

IV. Summer Internship

The summer internship takes place during the summer between the first and the second academic year of the MPA degree. In cooperation with the internship host and the career director/Passion Project advisor, students prepare a work plan for the summer during Spring 1, identifying specific goals for the internship and the means to achieve them.

V. Skills for Impact Curriculum

The SFI curriculum aims to equip SPP’s students with the necessary practical skills to make a difference toward improving public policy worldwide. SPP partners with the Berlin-based LEAD – Mercator Capacity Building Center for Leadership & Advocacy to develop and deliver the SFI curriculum.

The SFI curriculum offers a variety of intense courses introducing students to vital public policy and administration skills; its SFI faculty consists of professionals with extensive experience in their respective fields. The SFI curriculum’s diverse modules typically last between one and three days each. The SFI curriculum is mandatory for all SPP students.

For a detailed overview of the Skills for Impact Curriculum see Appendix D.

VI. Optional Academic Thesis

The 4-credit optional thesis is designed to enable an independent indepth research project deriving from their Passion Project, a question arising from MPA studies or students own interests. It is an option particularly suitable for those intending to pursue further study or undertake future work requiring research, writing and analytical capacity. It is demanding in so far as it entails a sustained, individually-motivated process of research around a topic of the student’s choosing and the production of a 12,000 word thesis by the end of
Those students wishing to undertake a thesis must first secure the provisional approval of a prospective supervisor. They must then submit a letter of motivation explaining the reasons for wanting to undertake a thesis, and a 1,000 word Thesis Proposal containing the following: a provisional title, research question, explanation of how this relates to the applicable literature, proposed methodology and a select bibliography of sources to be used. The deadline for submitting proposals is early in the fall semester of Year 2 (exact dates are announced in due course).

VII. MPA Curriculum – Year I

Students need to complete a total of 32 course credits in Year 1 of the MPA program:

- 20 credits for core courses
- 12 credits for elective courses

For a list of course offerings see Appendix B.

Additionally, students need to pass the mandatory SFI modules as well as Passion Project related activities for which they obtain 10 and 8 credits respectively at the end of Year 2 of the program.
I. Course Materials

The course materials will be available through the CEU e-learning site (e-learning.ceu.hu). The readings for these courses can be printed from on-line sources.

In addition to the e-learning site, course instructors may place books on reserve at the CEU Library for their courses.

II. Course Registration

Students are required to complete their course registration through the University Information System (Infosys). An elective course can be dropped via Infosys until the day of the second class meeting. Please consult the Student Records Manual about registration deadlines and late registration penalty.

Please note that the class size of elective courses is limited to 15 students. Registration for elective courses is competitive and works on a first-come-first-served basis.

III. Class Attendance

Students are required to be in residence in Budapest throughout the academic year.

In case students need to leave for shorter periods during teaching terms they need to ask for approval in advance (contact: Katalin Horváth), and, once granted, need to inform all the course instructors whose classes they would miss as well as their Passion Project team members.

Regular class attendance is a mandatory precondition for passing the courses. All absences must be excused. Students are requested to inform SPP (contact: Katalin Horváth) via phone or email and, when applicable, provide a medical certificate if they are unable to attend for health reasons. Students need to make up for missed classes by extra assignments. Missing more than one class meeting of a course without a valid excuse results in failing the course, or a reduced final grade.
IV. Auditing Classes

If a student wants to officially register for a class without earning a letter grade or credit, the course may be registered for as audit. The cost and workload incurred in this case is the same as if the course were taken for credit, i.e. a student auditing a course may be required to participate fully in the class. Expectations should be clarified with the course instructor at the beginning of the course. Auditing students need not pass the final exam. A course scheduled 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 audit, no credit is earned nor is the Grade Point Average (GPA) affected.

V. Course Requirements

The requirements for successful completion of individual courses include regular class participation, written assignments as well as any additional requirements as outlined by the course instructor (e.g. presentations, research papers, written examinations) in the syllabus. Written assignments and final take-home papers have to meet the specified deadlines. In most cases, final papers are due during the exam week scheduled at the end of each semester (see also Appendix A: Academic Calendar). The sanction for late submission is deduction of one grade point per day.

VI. Academic Dishonesty

The offense of academic misconduct includes (not exclusively) the representation of the work of others as one’s own, including plagiarizing the ideas or words of another without proper attribution to the source of those ideas or words, whether intentional or not, or submitting work that have been previously submitted elsewhere.

For more information please refer to the CEU Policy on Plagiarism as well as the CEU Code of Ethics available on the CEU website under Student Policies.
VII. Grading System

CEU uses a system of letter grades and grade points for evaluating students’ work, including core/elective courses, the Passion Project and the SFI curriculum. In the case of failing a core course, students are entitled to one retake (this rule does not apply in cases of plagiarism and unexcused absence). The grade awarded for successfully passing a retake exam/assignment is a retake pass (RP = 2.33). Please note: Failing a core course results in termination of the program. When failing an elective course (0 credit points awarded), the student needs to register for an additional course in any of the forthcoming terms in order to make up for the missing credit(s).

The lowest passing grade is C+. At the end of each course, course instructors distribute a detailed breakdown of the course grade components.

The letter grades correspond to the following grade points:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33 (minimum pass)

VIII. Grade Submission

After each teaching term, students receive the grades for their courses from that term. Once the final grades have been submitted by faculty members, they are entered into the University Information System (UIS). Students may check their grades in the UIS.

Grade correction may be made in instances where a clerical or computational error resulted in the submission of an incorrect grade. Students are entitled to receive short written feedback from their professors on their performance and submitted course work which may be further elaborated on during office hours if required.
SPP’s Office of Career Services (OCS) provides students specialized support for the public policy field and is the starting point for SPP students’ career activities. OCS works with CEU’s Office of Alumni Relations & Career Services to maximize the SPP community’s career management resources and help students launch and advance their careers for the public good in the public, nonprofit or private sectors.

To learn about CEU’s overall career programs and resources, visit: http://alumnicareer.ceu.hu/.
A. Academic Calendar 2014/2015 – Excerpts

See the full version of the CEU Academic Calendar at www.ceu.hu/calendar

2014

September 8, Monday  
Short pre-session begins (until September 12, Friday)

September 12, Friday  
Short pre-session ends  
Welcome afternoon for all departments

September 15, Monday  
Zero week begins (until September 19, Friday)  
Registration for Fall Term begins

September 19, Friday  
15:00 Opening ceremony

September 22, Monday  
Fall Term begins (until December 12, Friday)

October 23, Thursday  
Hungarian National Holiday, CEU is officially closed

October 24, Friday  
Special day off, no offices, CEU is officially closed

November 1, Saturday  
All Saints' Day, CEU is officially closed

December 8, Monday  
Registration for Winter Term begins

December 12, Friday  
Fall Term ends

December 15, Monday  
Exam/final paper submission period starts  
(till December 19, Friday)

December 22, Monday  
Offices with skeleton team Library and Labs on weekend schedule

December 23, Tuesday  
Offices with skeleton team Library and Labs on weekend schedule

December 24, Wednesday  
Christmas Eve CEU is officially closed

December 25, Thursday  
Christmas CEU is officially closed

December 26, Friday  
Christmas CEU is officially closed

December 29, Monday  
Offices with skeleton team Library and Labs on weekend schedule

December 30, Tuesday  
Offices with skeleton team Library and Labs on weekend schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>December 31, Wed</td>
<td>New Year’s Eve CEU is officially closed</td>
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<tr>
<td>January 1, Thursday</td>
<td>New Year CEU is officially closed</td>
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<tr>
<td>January 12, Monday</td>
<td>Winter Term begins (until April 4, Friday)</td>
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<tr>
<td>February 17/18, Tue/Wed</td>
<td>Career Days &amp; Career Fair at CEU</td>
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<tr>
<td>March 15, Sunday</td>
<td>Hungarian National Holiday, CEU is officially closed</td>
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<tr>
<td>March 23, Monday</td>
<td>Registration for Spring Term begins</td>
</tr>
<tr>
<td>March 27, Friday</td>
<td>Winter Term ends</td>
</tr>
<tr>
<td>March 30, Monday</td>
<td>Exam/final paper submission period starts (till April 3, Friday)</td>
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<td>April 6, Monday</td>
<td>Easter Monday, CEU is officially closed</td>
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<tr>
<td>April 7, Tuesday</td>
<td>Spring Term begins</td>
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<tr>
<td>May 1, Friday</td>
<td>Labour day, CEU is officially closed</td>
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<td>May 24, Sunday</td>
<td>Pentecost Sunday, CEU is officially closed</td>
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<tr>
<td>May 25, Monday</td>
<td>Pentecost Monday, CEU is officially closed</td>
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<tr>
<td>June 1, Monday</td>
<td>Summer University begins</td>
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<tr>
<td>June 17, Wednesday</td>
<td>End of Spring Term</td>
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<tr>
<td>June 21, Sunday</td>
<td>GRADUATION</td>
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<tr>
<td>July 24, Friday</td>
<td>Summer University ends</td>
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<tr>
<td>July 31, Friday</td>
<td>Academic Year ends</td>
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</tbody>
</table>
### B. Course Offerings & Requirements 2014/15

**Fall 2014**

<table>
<thead>
<tr>
<th>Course title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Type</th>
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<tbody>
<tr>
<td>The Evolution of Modern Governance</td>
<td>Corduneanu-Huci</td>
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<td></td>
<td>Choi-Fitzpatrick</td>
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<tr>
<td></td>
<td>Large</td>
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<tr>
<td></td>
<td>Sadowski</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomic Analysis</td>
<td>Dorsch</td>
<td>2</td>
<td>mandatory</td>
</tr>
<tr>
<td>Introduction to Public International Law</td>
<td>Skouteris</td>
<td>2</td>
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<tr>
<td>Academic Writing</td>
<td>CAW staff</td>
<td>0</td>
<td>mandatory</td>
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<tr>
<td>Skills Module 1 (Introduction to the SFI Program; Policy Writing; Introduction to Negotiations)</td>
<td>Leipprand &amp; Triebel</td>
<td>12</td>
<td>mandatory</td>
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<tr>
<td></td>
<td>Templer</td>
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<tr>
<td></td>
<td>Litta</td>
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<tr>
<td>Qualitative Methods</td>
<td>Neff</td>
<td>2</td>
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<tr>
<td>International Democracy Support under Stress</td>
<td>Carothers</td>
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<td>elective</td>
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<tr>
<td>Introduction to International Development</td>
<td>Corduneanu-Huci</td>
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<tr>
<td>Challenges to Open Society during Transition</td>
<td>Osiatynski</td>
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<tr>
<td>Resolving Crisis: Iran and the West</td>
<td>Greenwald</td>
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<tr>
<td>Introduction to Global Media and Communication</td>
<td>Howard</td>
<td>2</td>
<td>elective</td>
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<tr>
<td>Lab: Policy Research on Emerging Technology</td>
<td>Neff</td>
<td>2</td>
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</tr>
<tr>
<td>War and Peace in the Middle East: the Iraq War Laboratory</td>
<td>Sadowski</td>
<td>2</td>
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<tr>
<td>The International Politics of China</td>
<td>Large</td>
<td>2</td>
<td>elective</td>
</tr>
<tr>
<td>Introduction to the Analysis of Violent Conflict</td>
<td>Templer</td>
<td>2</td>
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*Total No. of elective credits required: 4*
## Winter 2015

<table>
<thead>
<tr>
<th>Course title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Policy Analysis</td>
<td>Buxton &amp; Svensson</td>
<td>2</td>
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<tr>
<td>Public Administration – An Introduction</td>
<td>Krumova</td>
<td>2</td>
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<tr>
<td>Ethics, Politics and Policy</td>
<td>Rippon</td>
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<tr>
<td>Quantitative Methods</td>
<td>Bodenstein</td>
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<tr>
<td>Macroeconomic Analysis</td>
<td>Dorsch</td>
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<tr>
<td>Skills Module 2 (Project Management I; Crisis &amp; Risk Management; Advanced Negotiations)</td>
<td>Choi-Fitzpatrick Dunn Cavelty &amp; Giroux Litta</td>
<td>(12)</td>
<td>mandatory</td>
</tr>
<tr>
<td>Passion Project</td>
<td>PP faculty advisors</td>
<td>(8)</td>
<td>mandatory</td>
</tr>
<tr>
<td>Digital Networks, Democracy and Dictatorship</td>
<td>Howard</td>
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<tr>
<td>Histories and Theories of International Legal Governance</td>
<td>Skouteris</td>
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<tr>
<td>The Global Energy Architecture: Decisions and Dynamics</td>
<td>Sadowski</td>
<td>2</td>
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</tr>
<tr>
<td>Institutions and Development in Latin America</td>
<td>Buxton</td>
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<tr>
<td>Global Policy for Cultural and Creative Industries</td>
<td>Neff</td>
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<tr>
<td>Technology and Media Policy for Innovation</td>
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<td>Religion in the Public Sphere</td>
<td>Riedl &amp; Wilson</td>
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<td>The Political Economy of Non-Democracies</td>
<td>Corduneanu-Huci</td>
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<tr>
<td>Political Transitions: Myanmar’s Path to Democracy</td>
<td>Templer</td>
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<tr>
<td>International Intervention in Sudan and South Sudan</td>
<td>Large</td>
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<tr>
<td>The Politics of South-South Development in Africa</td>
<td>Large</td>
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<tr>
<td>Social Movements and Media Advocacy</td>
<td>Choi-Fitzpatrick</td>
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### Spring 2015

<table>
<thead>
<tr>
<th>Course title</th>
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<th>Credits</th>
<th>Type</th>
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<tr>
<td>Skills Module 3 (Leading Yourself; Project Management II)</td>
<td>Birk Choi-Fitzpatrick</td>
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<tr>
<td>Passion Project</td>
<td>PP faculty advisors</td>
<td>(8)</td>
<td>mandatory</td>
</tr>
<tr>
<td>Media Freedom and Human Rights</td>
<td>Parmar</td>
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<tr>
<td>Global Trends in Contemporary Censorship</td>
<td>Haraszti</td>
<td>2</td>
<td>elective</td>
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<tr>
<td>Human Rights Compliance</td>
<td>Kinzelbach</td>
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<tr>
<td>Global Challenges for Gender Rights, Practice and Policy</td>
<td>Dagar</td>
<td>2</td>
<td>elective</td>
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<tr>
<td>The Arab Spring: Lessons for Democratization</td>
<td>Sadowski</td>
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<td>elective</td>
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<tr>
<td>Transnational Islamic Movements: The Other Globalization</td>
<td>Sadowski</td>
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<td>elective</td>
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<tr>
<td>Gender, Security and Development</td>
<td>Buxton</td>
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<td>elective</td>
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<tr>
<td>Human Rights and Drug Policy</td>
<td>Buxton</td>
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</table>

Total No. of elective credits required: 4
C. Areas of Concentration

Students may choose one out of the three areas of concentration offered. In order to successfully complete the requirements for the chosen area, students have to accumulate 12 credits by the end of year 2.

The courses offered in each area of concentration in year 1 are as follows:

**Regional and Global Governance**

1. International Democracy Support under Stress
   Carothers, 2 credits, fall
2. The Global Energy Architecture: Decisions and Dynamics
   Sadowski, 2 credits, fall
3. War and Peace in the Middle East: the Iraq War Laboratory
   Sadowski, 2 credits, fall
4. International Politics of China
   Large, 2 credits, fall
5. Histories and Theories of International Legal Governance
   Skouteris, 2 credits, winter
6. The Political Economy of Non-Democracies
   Corduneanu-Huci, 2 credits, winter
7. The Arab Spring: Lessons for Democratization
   Sadowski, 2 credits, spring

**Human Security and Sustainable Development**

1. International Democracy Support under Stress
   Carothers, 2 credits, fall
2. Introduction to International Development
   Corduneanu-Huci, 2 credits, fall
3. Introduction to the Analysis of Violent Conflict
   Templer, 2 credits, fall
4. Political Transitions: Myanmar’s Path to Democracy  
   Templer, 2 credits, winter

5. The Politics of South-South Development in Africa  
   Large, 2 credits, winter

6. International Intervention in Sudan and South Sudan  
   Large, 2 credits, winter

7. Human Rights Compliance  
   Kinzelbach, 2 credits, spring

8. Global Challenges for Gender Rights, Practice and Policy  
   Dagar, 2 credits, spring

9. Gender, Security and Development  
   Buxton, 2 credits, spring

**Global Media and Communication**

1. Lab: Policy Research on Emerging Technology  
   Neff, 2 credits, fall

2. Introduction to Global Media and Communication  
   Howard, 2 credits, fall

3. Digital Networks, Democracy and Dictatorship  
   Howard, 2 credits, winter

4. Global Policy for Cultural and Creative Industries  
   Neff, 2 credits, winter

5. Technology and Media Policy for Innovation  
   Neff, 2 credits, winter

6. Lab: TBC  
   Howard, 2 credits, winter

7. Social Movements and Media Advocacy  
   Choi-Fitzpatrick, 2 credits, winter

8. Global Trends in Contemporary Censorship  
   Haraszti, 2 credits, spring

9. Media Freedom and Human Rights  
   Parmar, 2 credits, spring
The list of courses to choose from in year 2 is made available in the spring of 2015.

D. Skills For Impact Curriculum (SFI) – Overview

The Five Pillars of the Skills For Impact Curriculum

The Skills for Impact (SFI) program provides a learning environment in which MPA students can enhance their leadership skills for improving public policy. Today’s world is defined by the digital revolution, increasing interdependence and complexity as well as the contestation and shaping of key global norms across sectors as well as cultural boundaries and geopolitical divides. The Skills For Impact curriculum focuses on five core competencies that are vital for successful public policy leaders in the 21st century.

1. Shaping complex environments

   *Learning goals:*
   Devising and implementing strategies; understanding the political context; making decisions under uncertainty; forecasting and scenario-planning.

   *The following courses will be available in this section:*
   - Strategic Leadership
   - Leading for Policy Change

2. Engaging internal & external stakeholders

   *Learning goals:*
   Building and sustaining relationships and networks; listening with attention and respect; negotiating effectively with respect for mutual interests.

   *The following courses will be available in this section:*
   - Negotiation
   - Manage & Mobilize Teams

3. Managing for performance

   *Learning goals:*
Driving and designing effective processes; being efficient with time and resources; being resourceful; orchestrating concurrent processes; managing projects; financial accounting; financial management.

The following courses will be available in this section:

- Project Management
- Crisis and Risk Management
- Budgeting and fundraising

4. Mastering communication and advocacy

Learning goals:
Devising communication strategies; building advocacy campaigns; working with media outlets; communicating effectively (both orally and in writing).

The following courses will be available in this section:

- Policy Writing
- Advocacy I & II
- Presentation Skills
- Public Speaking

5. Leading with passion

Learning goals:
Exploring one’s own values and beliefs; identifying and accessing sources of energy and motivation; understanding one’s own weaknesses and strengths – especially typical reactions in difficult situations.

The following courses will be available in this section:

- Introduction to Leadership
- Personal Leadership

Group Consultations

In addition, students will engage in a series of group consultation sessions within Year 1. The aim of these sessions is to coach each other on current progress within the SPP’s
Passion Project. Each group consists of 8 students, all of them from different Passion Project teams.

In each session, one student will present a leadership challenge from his or her Passion Project and ask the group for advice on a particular aspect. For example, a student could solicit feedback on how to better negotiate with their clients, or on how to improve a difficult team situation in their Passion Project team.

Students are asked to reflect on both the presented challenge, but at the same time also on the effectiveness of the group discussions, on group processes and on their own role and the role of others in the group. After each session students write a very brief reflection note to train their ability to analyze and understand group processes.

The aim of these group consultations is threefold: Firstly, students will use the group consultations to improve their own leadership skills, to improve their ability to analyze group processes and to effectively consult and advice others. Secondly, they learn about the other passion projects and gain insights in various project contexts. Thirdly, they receive valuable consulting on their own project, which they can bring back to their passion project teams to improve the results of their projects.”

**Grading**

The performance is evaluated on the basis of classroom participation as well as a variety of assignments that includes a final exam, brief reflection notes as well concrete exercises such as drafting a policy brief or an op-ed.
SCHOOL OF PUBLIC POLICY
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