

Course name/code:	<b>History of Europe's Cultural Regions</b>
Course coordinator:	Doktori programvezető
Course lecturer:	Norbert Medgyesy-Schmikli, PhD habil, Sándor Kókai, DSc habil.
Number of credits:	10
Type of class:	Lecture
Brief description of the course objective:	To provide doctoral students with a perspective that allows them to examine in detail the role of space in historical processes in relation to their own research topics. Regional geographical conditions, ecological and infrastructural changes in the natural and cultural landscape, and their impact on local and national social history.
Theoretical knowledge to be acquired:	<p><b>Aspects examined in lectures and required homework assignments:</b></p> <ol style="list-style-type: none"> <li>1. <b>Landscape characteristics:</b> What are the geographical and ecological characteristics of the given region or ethnic group? Present the possibilities for human utilisation of the resources of the natural landscape environment over the centuries! (e.g. topography, soil conditions, precipitation, climate, vegetation, fauna, forests, mineral resources, mineral water and spas, etc.). What natural features influenced the formation of administrative boundaries and when were they established? How have they changed over the last 1000 years?</li> <li>2. <b>People in the landscape:</b> What languages and religions did the ethnic groups living in the area speak and practise in the Middle Ages and from the Treaty of Karlócai (1699) to the present day? What is the origin of the given ethnic group, where and when did they arrive, what specific tasks did they perform (military, crafts, trade, etc.), what privileges did they receive? Did they have their own administration, who were their landlords in modern times? What is the religion of the ethnic group under study? Did they convert during the Reformation and the Catholic revival? How does their religious affiliation relate to their identity in modern times? How were veneration of saints and the occupations of the locals connected?</li> <li>3. <b>Changes in the cultural landscape:</b> How has the landscape changed from the Árpád era to the present day? What were the major changes in the cultural landscape? When and why did they occur? Present the entire development process by examining the phenomena of each historical period (or time frame) from a historical-geographical and historical (human) ecological perspective: mining, river regulation, marsh drainage, port, railway and road construction, light and heavy industry development, motorways.</li> </ol> <p><b>Factors contributing to the formation of regional centres and their catchment areas:</b> the processes of human activity in the landscape and the resulting spatial structures are also very diverse, so pay close attention to the catchment area of each larger settlement according to the following criteria. These can be analysed separately and evaluated in their complexity. How many factors does each settlement have:</p> <ol style="list-style-type: none"> <li>a. administrative (e.g. district headquarters, mining authority, financial administration, etc.)</li> </ol>

	<ul style="list-style-type: none"> <li>b. religious (places of worship, church headquarters [bishopsrics, cathedral and collegiate chapters, larger monastic or mendicant monasteries]);</li> <li>c. educational (colleges, academies, universities);</li> <li>d. cultural (major libraries, printing houses);</li> <li>e. economic (national marketplaces, mints, mines [crucial for urban development due to hospes rights],</li> <li>f. transport (water crossings = ferries, road and rail junctions);</li> <li>g. political (county seat, centre of the Árpád-era castle district, coronation city!);</li> </ul> <p>4. <b>Landscape and spirit, landscape and mentality:</b> We value the results of the cultural landscape creation work that began with the settlement and economic acquisition of a given region/landscape as the joint creation and historical heritage of the peoples living together. The explored landscape, people and economic history strengthen our national identity, love of our homeland and local ties.</p> <p>5. <b>Economic changes and spatial structure in 19th-century modernisation:</b> the development of agricultural and industrial production, developing capacity utilisation. The emergence of new branches of production and technologies. The transformation of the landscape and the environment, integration into regional and global production processes and trade. Comparison of domestic production conditions and levels with those of other European countries.</p> <p><b>Modernisation zones and urban networks in Hungary at the beginning of the 20th century:</b> identification of modernisation factors, school system, industrial production, public health, transport, urbanisation and standard of living in the major geographical regions. Migration patterns in light of modernisation differences.</p>
<p>Practical knowledge to be acquired:</p>	<p>Knowledge of basic handbooks, manuscripts and printed materials, national and regional maps.</p> <p>The doctoral student has research-level knowledge of the subject area, its general and specific characteristics, its most important trends and precisely defined boundaries, as well as its agreed and disputed connections.</p>
<p>List of the 2-4 most important required readings with bibliographic data (author, title, publication data, (possibly pages), ISBN)</p>	<p>BELUSZKY Pál: <i>Historical Geography of Hungary 1–2</i>. Dialóg Campus, Budapest–Pécs, 2005–2008. ISSN 1418-1274</p> <p>Zoltán DÖVÉNYI (ed.): <i>Geography of the Carpathian Basin</i>. Akadémiai Kiadó, Budapest, 2012. ISBN 978-963-05-9281-9</p> <p>Károly KOCSIS (chief editor): <i>National Atlas of Hungary. 1. State and Nation; 2. Natural Environment; 3. Society</i>. MTA CSFK Institute of Geography, Budapest, 2013–2025. ISBN 978-963-9545-55-7ö (complete edition) <a href="http://www.nemzetiatlasz.hu">www.nemzetiatlasz.hu</a></p> <p>Maps from the <i>Hungaricana</i> database: <a href="https://maps.hungaricana.hu/hu/">https://maps.hungaricana.hu/hu/</a> and studies from the journal <i>Történeti Földrajzi Közlemények</i> (Historical Geography Reports) (2013–).</p>
<p>List of 2–4 most important recommended references with bibliographic data (author, title, publication details, (pages if applicable), ISBN)</p>	<p>Sándor FRISNYÁK (ed.): <i>Historical Geography of the Carpathian Basin</i>. Nyíregyháza, 1996. ISBN 963-7170-83-9</p> <p>István BERÉNYI: <i>Contribution to the interpretation of the relationship between man and space</i>. In: <i>Landscapes, Regions, Settlements in Space and Time. Studies for Pál Beluszky's 80th Birthday</i>. Edited by: Tamás Sikos–Tibor TINER. Dialóg Campus Publishing House, Budapest, 2016. pp. 31–36. ISBN 978-615-5680-27-4</p> <p>Sándor KÓKAI: <i>Banat: nature, society, economy (1718–2011)</i>. <i>Collection of studies</i>. Nyíregyháza–Kiszombor, 2022. ISBN 978-963-508-985-7</p>

	<i>Carpathian Basin: Settlements, Landscapes, Regions, Spatial Structures</i> . Edited by Robert GYÖRI and Zoltán HAJDÚ. MTA RKK, Budapest, 2006.	
Theory-practice ratio:	Number of theory lessons:	Number of practical lessons: 2
Teaching methods used:	Traditional, frontal lecture, theoretical lecture, use of visual and auditory aids. Explanation, demonstration, presentation during lectures. Development of relationships arising from the specific nature of the field.	
Method of assessment:	A footnoted essay of at least 15 pages, prepared as homework and accompanied by maps, which links spatial thinking and geographical aspects to the doctoral student's research topic and adds this approach. The semester ends with an oral report, followed by a three-level assessment.	
Assessment criteria:	During the oral presentation, the student convincingly demonstrates their preparedness and proficiency in the given topic. If the nature of the task allows, they also apply unique, creative solutions. It is important that the student has the methodological knowledge necessary for independent scientific research in this field. The doctoral student should be able to identify new problems and find adequate solutions.	
How does the course contribute to the achievement of the MKKR Level 8 learning outcomes specified in the doctoral school's training programme?	<p>The lecture and assessment develop interest, research and learning skills.</p> <p>It develops problem sensitivity and critical thinking. It shapes attitudes towards European and national values in a regional context.</p> <p>Doctoral students use domestic and international databases, atlases and historical statistical publications in their independent work.</p>	