

293NHISV445B – History of Modern Europe
BA Business Administration, BA International Economics
Fall Semester, Academic Year 2020-21

Course leader:	Christopher WALSCH , Dr
Lecturer(s):	Christopher WALSCH , Dr
Department:	Visiting Professor, Institute of International, Political, and Regional Studies, Corvinus University Budapest
Office hours:	Thursday, 17.20–18.50 hours, by appointment; students can always approach me before and after class
Availability:	Phone number: 482.5448
	Room: E 25 (old building)
	Email address: christopher.walsch@uni-corvinus.hu
Course type:	elective
Prerequisites:	none
Credits:	3 / 6
Number of hours per semester	4 hours (2 lecture classes + 2 seminar classes)
Time of class:	Tuesday, 8.00-11.20 hours (lecture and seminar)
Venue:	Room tba

Aims and objectives and description of the course:

This course will provide an overview of the history of twentieth century Europe. A focus will be laid on Central Europe, in particular Hungary, and on how major West European states (France, Great Britain, Germany) and the superpowers (USA, former Soviet Union) influenced and shaped political and economic developments in Central and East Central Europe.

Learning outcomes:

- Students learn about modern history in their political, military, economic, and social manifestations.
- Students will identify important actors in history and will evaluate their actions and policies carefully. Students are encouraged to reflect actors and historical events critically. Multi-perspective analysis will form the basis of any critique of conventional wisdom.
- Students will learn to read original documents, including pictures, and secondary texts, and learn to reflect on these sources. Students will be encouraged to express and exchange their thoughts in class.

Course description

The course will start with an introduction to political, economic, and social concepts that laid the foundations of modern Europe in the nineteenth century. The initial sessions cover the issues of political representation and legitimacy, of class, of nation and nationalism; the issues of the role of science and economic thought, of industrialization and of capitalism; and the issues of social structure, of education and literacy, of social and spatial mobility. These topics will be applied to European history in four time spans. The first two time spans cover the period 1890

to 1945 (first half of course). Topics will be the Wilsonian concept of self-determination creating nation-states after the Great War (and replacing multinational ones like the Habsburg Empire) and the end of democratic rule coinciding with revisionism, the rise of authoritarian rule and political extremism. The second two time spans cover the period 1945 to present (second half of course). It starts with the decisive role of the United States and the Soviet Union in establishing a distinct political and economic order in post war and Cold War Europe. It introduces major political forces in Western Europe and questions the legitimacy of one party rule in East Central Europe. It deals with the economic policies and integration of Western Europe pre 1989, the end of communist rule in Eastern Europe, and the political integration efforts of a continent that is no more divided within the framework of the European Union.

Methodology to be used:

The course consists of lectures and seminar type classes. The first session is usually held as a lecture. Students get acquainted with major concepts and topics that should stimulate you to grasp for more details in your reading. The second session in the week is in many cases seminar type. Students select topics and do a presentation of an article or a chapter they read, and/or we will discuss parts of the compulsory reading and/or the assignment. This should ideally lead to debates among students in class.

Detailed class schedule, 1st – 15th week:

The topics *written in italics* in this schedule refer (usually, but not always) to titles of chapters in the textbook. The topics written in normal script refer to sections within chapters.

<u>Date of class</u>	<u>Topics to be discussed, readings required for the class</u>
Week 1: 8 Sep	<i>Introduction to the course</i> Modern Europe: a timeline (Hobsbawm) <i>Prewar Hungary</i> A case study through the lens of the most reputed Hungarian film director. Film screening “Sunshine”, by István Szabó (1999), on a Jewish family living in Hungary through four generations. We will watch the prewar period (ca. 60 minutes). <u>Read (only recommended)</u> 15-34 (old edition 15-35) <u>Study questions 1</u> Describe how class issues and anti-Semitism are represented in the film “Sunshine”
Week 2: 15 Sep	<i>Politics and Society, 1890-1914</i> Germany, The Habsburg Monarchy, Russia. <i>The First World War</i> The rigidification of the alliance system; The crises of 1905-1914; The outbreak of the First World War: the European attitude toward the war in 1914 <u>Read</u> 67-105 (old edition 70-112) <u>Study questions 2</u> Compare politics and society in imperial Russia and Germany, ca. 1880-1913. 3 Describe international alliances and crises, 1905-1913. 4 What were short term (June-August 1914) causes of the outbreak of the Great War?
Week 3: 22 Sep	<i>[The First World War] Soviet Russia</i> The revolution in Russia <i>Peacemaking</i> The statesmen and their aims; The settlements in Eastern Europe; The Treaty of Versailles <u>Read</u> 124-130, 143-162 (old edition 133-139, 151-169) <u>Study questions 5</u> Describe the year 1917 in Russian history. 6 Depict new and old states in Europe related to their borders; a) new states and their borders, b) existing old/new states with old/new

	<p>borders, c) border corrections through referenda. 7 Discuss the peace settlements with and changes in the Ottoman Empire and Turkey in the 1920s. 8 Czechoslovakia, Poland, Yugoslavia: what were issues, actors and processes in the newly formed states? 9 Discuss the Treaty of Versailles.</p>
Week 4: 29 Sep	No class on this day. Make-up class later in the semester and tba.
Week 5: 6 Oct	<p><i>Interwar, wartime and postwar Hungary</i> Film "Sunshine" (continued from week 1).</p> <p>After an introduction by the instructor we will watch the remainder of the film (ca. 120 minutes)</p> <p><u>Study questions 1</u> (continued) Describe how class issues and anti-Semitism are represented in the film "Sunshine"</p>
<p>Week 6: 13 Oct</p> <p><i>Student presentations to start.</i></p> <p><i>Students are required to attend both sessions on the day of their presentation</i></p>	<p><i>Postwar Uncertainties, 1945-1949</i> From wartime cooperation to conflicts over the peace settlement; The United States and Soviet Russia confront each other in Europe</p> <p><i>Reconstruction and Revolt: The 1950s. Crisis in the East</i></p> <p><u>Read</u> 345-361 (old edition 349-367) and 397-401 (old edition 404-407)</p> <p><u>Study questions 10</u> Describe wartime preparations for postwar Europe and the outcomes of the Potsdam conference. 11 In which ways did the US and Soviet Russia confront each other in postwar Europe, 1946-49? 12 Explain how communist reform efforts and revolt were connected when looking at the relations between the Soviet Union, Yugoslavia, Poland, and Hungary in 1956.</p> <p><i>Student presentations on Central European and Hungarian history</i></p> <p><u>Presentation 1</u> The Hungarian Revolution 1848 and its aftermath (1848-1867) (Cartledge)</p> <p><u>Presentation 2</u> The Austro-Hungarian Monarchy (1867-1914) (Cartledge)</p> <p><u>Presentation 3</u> Book review Jürgen Osterhammel, <i>The Transformation of the World. A Global History of the Nineteenth Century</i> (Princeton and Oxford: PUP 2014), 9 O80. Critically review 30-40 pages of your choice, dealing with topics that were of concern for 19th century Europe.</p> <p><u>Presentation 4</u> Book review Margret MacMillan, <i>The War that ended Peace. The road to 1914</i> (New York: Random House 2013), 9 M10. Critically review two of the following topics/chapters: "Germany's place", "Morocco", "Bosnia", "The Balkan Wars", "Assassination at Sarajevo", "Austria-Hungary declares war on Serbia"</p> <p><u>Presentation 5</u> Modernizing Hungary and Budapest 1900-1914 (Cartledge, Lukacs, Wiebenson/Sisa)</p> <p><u>Presentation 6</u> Hungary in World War I, Revolution, The Councils' Republic (1914-mid 1919; exclude Horthy) (Cartledge)</p> <p><u>Presentation 7</u> The economy of Hungary 1848-1945 (Berend)</p> <p><u>Presentation 8</u> Interwar Hungary (late 1919-1936; start with Horthy to come to power, end with the death of Gömbös 1936) (Cartledge)</p> <p><u>Presentation 9</u> Book review Brendan Simms, <i>Europe</i> (New York: Basic Books 2013), 9 S62. Critically review chapter "Utopias, 1917-1944"</p>

	<p><u>Presentation 10</u> Hungary as an ally of Nazi Germany (1935/39-1945; start with the year 1936 after Gömbös died) (Cartledge)</p> <p><u>Presentation 11</u> Jewish Hungary: 1848 to 1938</p> <p><u>Presentation 12</u> Book review Timothy Snyder, Bloodlands (New York: Basic Books 2010), 9 S68. Critically review three chapters of your choice</p> <p><u>Presentation 13</u> 1945-48: the communists come to power in <select from: 13a Poland, 13b Czechoslovakia, 13c Hungary, 13d Romania, 13e Yugoslavia (please approach me to discuss which country you select; literature: see recommended reading list)</p> <p><u>Presentation 14</u> Stalinist and post-Stalinist Hungary (1949 to mid 1956) (Cartledge)</p> <p><u>Presentation 15</u> Book review Anne Applebaum, Iron Curtain (London: Penguin 2012), 9 A72. Critically review three chapters of your choice</p> <p><u>Presentation 16</u> Hungary 1956 (Lendvai)</p>
<p>Week 7: 20 Oct</p> <p><i>Student presentations (cont.)</i></p> <p><i>Students are required to attend both sessions on the day of their presentation</i></p>	<p><i>Student presentations on Central European and Hungarian history to continue (see topics from the preceding week) and Hungary in 1956 – a personal story</i></p> <p>We will watch a personal documentary on the revolt against communist rule in Hungary 1956 and exile: “Journey Home” (Documentary, Hungary / USA 2006), written and directed by Réka Pignicky. Introduction by the instructor</p> <p><u>Study questions 13</u> Based on the film “Journey home”, what are the sources that inform family history?</p>
Week 8: 27 Oct	Intensive Course Week – no class
Week 9: 3 Nov	Spring Holiday – no class
<p>Week 10: 10 Nov</p> <p><i>Student presentations (cont.)</i></p> <p><i>Students are required to attend both sessions on the day of their presentation</i></p>	<p><i>The Years of Disillusionment: 1967-1973 Shattered Hopes; Prague Spring; Student revolt.</i></p> <p><u>Read</u> 437-443 (old edition 444-451)</p> <p><u>Study questions 14</u> 1968 and its consequences: was it a turning point in postwar European history?</p> <p><i>Student presentations on Central European and Hungarian history (period 1957 to 1989)</i></p> <p><u>Presentation 17</u> Book review Brendan Simms, Europe (New York: Basic Books 2013), 9 S62. Critically review chapter “Partitions, 1945-1973”</p> <p><u>Presentation 18</u> Kádár’s Hungary (1957-1988) (Cartledge)</p> <p><u>Presentation 19</u> Oral history project I: Personal memories of the Kádár period 1956-89. Report about and analyze two testimonies. The Hungarians you interview shall stay anonymous! You can change their names for that sake. The person should be at least 55 years old (preferably even older).</p> <p><u>Presentation 20</u> Life in the Communist world 1975 to 1991, based on information from the website farewellcomrades.com. Select five topics in the window “ABC” and elaborate on them in some detail.</p> <p><u>Presentation 21</u> The régime change 1989 (Cartledge)</p>
Week 11: 17 Nov	<p><i>A New order in Eastern Europe</i> The Soviet Union; Exit Gorbachev, enter Yeltsin; The return to diversity in eastern Europe</p> <p><u>Read</u> 506-541 (old edition 517-558)</p>

<p><u>Assignment due, to be uploaded on moodle. Deadline Nov 17th, 8:00 am</u></p>	<p><u>Study questions 15</u> Discuss the reform efforts of Gorbachev, 1985-1991. 16 Describe the political and economic situation in Poland and Hungary in the 1980s and changes in both countries in 1989. 17 Describe the political and economic situation in Czechoslovakia and Romania in the 1980s and changes in both countries in late 1989. 18 Describe the political situation in the GDR in 1989.</p> <p>Assignment topic: “The <i>annus mirabilis</i> 1989” Question: How did the transformation from a dictatorial one-party regime to a democratic political system occur in <select one country from the following list>, 1 Poland, 2 Hungary, 3 East Germany, 4 Czechoslovakia, 5 Bulgaria, 6 Romania. Address in bullet point format (length circa 1000 words) the following questions. A The domestic situation <i>Dissidence against communist rule in the country:</i> What were long-standing issues and how did communist party leadership handle them? Which groups in society were the main drivers of dissidence and change? B The impact of Gorbachev’s agenda <i>Party politics within the communist party:</i> How did the communist party of the country handle Gorbachev’s reform agenda? C Decisive events in 1989 Which events contributed most to the unfolding of changes (name actors and describe processes of top-down and bottom-up initiated moves)? Literature: see recommended reading list.</p> <p>Debate in class: a comparison (major similarities and differences)</p>
<p>Week 12: 24 Nov</p> <p><i>Student presentations (cont.)</i></p> <p><i>Students are required to attend both sessions on the day of their presentation</i></p>	<p><u>Europe in the 1990s: Continental Drift</u> The collapse of Yugoslavia <u>Read</u> 581-589 (old edition 594-605)</p> <p><u>Study questions 19</u> Describe the causes of the tensions of the Yugoslavia of the 1980s as well as the conflict in Slovenia and Croatia, 1991 to 1996. 20 Describe the conflict in Bosnia and Kosovo, 1992 to 1999.</p> <p><i>Student presentations on Central European and Hungarian history (1990-present)</i></p> <p><u>Presentation 22</u> Oral history project II: Personal memories of the transition and post-transition period 1988-2004. Report about and analyze two testimonies. The Hungarians you interview shall stay anonymous! You can change their names for that sake. The person should be at least 50 years old.</p> <p><u>Presentation 23</u> Book review Brendan Simms, <i>Europe</i> (New York: Basic Books 2013), 9 S62. Critically review chapter “Democracies, 1974-2011”</p> <p><u>Presentation 24</u> Hungary in the 1990s</p> <p><u>Presentation 25</u> Hungary 2000-2010</p> <p><u>Presentation 26</u> Hungary 2010-2020</p> <p><u>Presentation 27</u> Oral history project III: Personal memories of the contemporary period since 2004. Report about and analyze two testimonies. The Hungarians you interview shall stay anonymous! You can change their names for that sake.</p> <p><u>Presentation 28</u> Everyday life in today’s Hungary as seen through the eyes of fellow HIS 445 students. Differences and similarities to North America and Western Europe. Conduct interviews with classmates</p>

	<u>Presentation 29</u> Places of historical memory in Budapest. Students select a place and explain its historical meaning and how the place is memorized. Please discuss with me ahead of presentation.
Week 13: 1 Dec <u>Upload answers of ten study questions of choice by Dec 1st (8:00 am) at the latest</u>	MOCK EXAM Time: in the last ten minutes of the first session. More details to be announced. <i>Europe in the 2000s: The Challenges of Globalization</i> A wider and deeper European Union, Whose Europe is it? <u>Read</u> 590-604 (new edition only) <u>Study questions 21</u> What are issues of the widening and deepening European Union in the first decade of the 2000s?
Week 14: 8 Dec	Revision class. We will review selected study questions.
Week 15: 15 Dec (tbc)	<u>Final exam (20%)</u>

Assignments:

- 1 Address ten study questions in bullet point format: 300 words each, total 3000 words
- 2 Write one assignment in bullet point format of 1000 words
- 3 Prepare eight text slides for the student presentation

Assessment, grading:

Class attendance	10%
Class participation	10%
Study questions answers	20%
Assignment (15%) and related group work (5%)	20%
Student presentation and presentation slides/handout	20%
Final exam	20%

Class attendance (10%)

Students are expected to attend classes regularly. Attendance will be checked in every seminar session from week one to week fourteen. Students can miss one seminar without point deduction. (I allow one "excused" absence – i.e. this will not count as an absence – which is due to organized group travel in a given program of the student. Prior to travel send me a brief note by email and put your program/travel coordinator in cc.) Missing two sessions gives five points. Missing three sessions gives zero points. Missing four or more sessions will result in grade "Did not attend (no credit)" for the whole course. Coming late counts as half absence. Leaving early counts as half absence. Students are strongly advised to attend also the lecture classes. I will take note of attendance in the lecture class for my own records. Note that students are required to attend both sessions on the day of their presentation. Classroom etiquette: read instructions under <http://isp.uni-corvinus.hu/index.php?id=29895> and take it seriously.

Class participation: speaking up in class debates (10%)

Students are expected to read the assigned material and to participate in class debates. When speaking up try to make references to literature you read and to debates you are aware of. Students who do not speak up receive zero points in this category. I deduct participation points when I see students who are text messaging, writing emails, and surfing the internet on non-course related issues, or regularly leave the classroom to do such.

Answering ten study questions (20%)

Students are required to address the study questions of the respective week. This helps to participate actively in class debates and to prepare for the final exam. Ten of the study questions must be addressed in written form. Select ten from all study questions throughout the course. Length: circa 300 words per study question; total 3000 words. Answer a study question as it were a question on the final exam paper. The difference is that you can, different from the final exam, consult with all your sources and that your answer is most likely somewhat more detailed than the equivalent answer in the final exam. **Submission: Upload the assignment on moodle.** A handwritten format in the form of handwritten excerpts of your textbook readings is also welcome, or a combination of the former and the latter. Late submission will lead to point deduction. Evaluation: 1 Having read good and sincere answers that reflect the dedication of the student, I am generous and will give full points. 2 15/20 points: In a feedback conversation students will find out why I find certain answers only partly satisfactory. Extra work will be given in order to get full points. 3 10/20 points: In a feedback conversation students will find out why I find a number of answers unsatisfactory. Extra work will be given in order to reach 15/20 points and a bigger bulk of extra work will be given in order to get full points.

Assignment in bullet point format (15%) and class debate (5%)

Students write one assignment in bullet point format. Length: 1000 words. Participate actively in the seminar session when we will discuss the assignment. I expect that a student will refer to thoughts, concepts, etc. of the compulsory reading and of additional academic literature. Be analytical. Be critical. **Submission: Upload the assignment on moodle.** Late submission will lead to point deduction. Preparation Follow these steps: 1 formulate a research question and a hypothesis, 2 having read academic literature on the topic, give evidence that supports/contradicts your hypothesis (this is the main bulk of your assignment text), 3 find a conclusion, 4 make sure to produce a full reference (a website link will not suffice) of at least three sources and to have explicitly referred to these sources in your assignment text, 5 in case of a 10/15 points score engage in a follow-up feedback conversation and be prepared to do extra work in order to reach full points. Evaluation: 1 full points, 2 10/15 points and extra work (500 word assignment) to reach full points. Students who are absent in the session when we discuss the assignment: Follow all steps and write a 1500 word paper in full sentences instead. Such a piece can make a maximum of 20 points.

Student presentation (20%)

Students select a presentation topic. Work individually or in pairs of two. In case the course group is more than roughly twenty students I'd rather ask that two students together present one topic. The length of the presentation is fifteen to twenty minutes for a team of two, or ten to twelve minutes for an individual presentation. Prepare roughly eight text slides per student for the presentation. Add one slide with references. They should contain at least three academic sources that you discuss in some detail during your presentation. Make references to the literature you read and discuss statements/propositions that you came across in the literature. Additional slides with pictures or multimedia material are up to the student's choice. Instead of slides students can also produce a typed handout. In all presentation topics try to identify the major causes and processes of the conflict / issues in question as well as the core actors. In your presentation focus on one or two issues that you like to discuss in more detail. Be analytical. Be critical. **Submission: Students upload their slides on moodle before the session of the presentation.** Preparation Follow these steps: 1 select a topic, 2 consult with the instructor, 3 (if applicable) formulate a research question and a hypothesis, 4 having read academic literature on the topic, give evidence that supports/contradicts your hypothesis (this is the main bulk of your presentation/slides), 5 find a conclusion, 6 with your last slide make sure

to produce a full reference (a website link will not suffice) of at least three sources and to have orally explicitly referred to these sources during the presentation, 7 engage in a feedback conversation with the instructor after your presentation, 8 if applicable, do some extra work in case you wish to ameliorate the presentation score. Evaluation: In the feedback conversation the score options are: 1 full points, 2 15/20 points and extra work (500 word assignment) to reach full points, 3 10/20 points and extra work (1000 word assignment) to reach full points (or 500 words to reach 15/20 points).

Final exam (20%)

The study questions in the syllabus are final exam questions from previous semesters. Prepare along these lines. Students will find six of the study questions on the exam paper and will have to answer four of them. One answer gives a maximum of five points; total twenty points. The final exam is a hand-written closed-book exam. The time allowance is 50 minutes. The length of one detailed answer that gives full points should be 200-250 words. You can write in full sentences or in a bullet point format. Book dictionaries are allowed, electronic ones are not allowed.

Compulsory readings:

F. Gilbert, D.C. Large, (2009) *The End of the European Era. 1890 to the Present*, (New York and London: Norton, 6th ed.), 9 G46 (several copies; the 5th edition, which is on offer in our library, is also fine). Find the textbook on two types of shelves, both situated at the entry level floor of Corvinus library. The first type stores only popular textbooks. When you enter the library it is situated immediately to the right of the library reception desk. The other, more general type is the social sciences reading hall ("Társadalomtudományi olvasó"): turn left after the reception desk.

You may want to purchase the book. In that case bestsellers.hu (Október 6 utca 11; close to St. Stephen's Cathedral) is a good international bookshop.

Recommended readings:

On East Central Europe, including Hungary

A.C.P. Taylor, (1976) *The Habsburg Monarchy. 1809-1918*, (Chicago: Chicago University Press); 9 T36. A good account by a leading British scholar.

J. Rothschild, (1998) *East Central Europe between the two World Wars*, (Washington: University of Washington Press); 9 R89. The best author on East Central Europe; comparative approach secures many insights concerning similarities and differences; superb writing.

J. Rothschild, N. Wingfield, (2000) *Return to Diversity. A Political History of East Central Europe since World War II*, (Oxford: Oxford University Press, 3rd ed.); 3 R89 (one copy 3rd ed.; one copy 2nd ed., written by Rothschild only).

R.J. Crampton, (1997) *Eastern Europe in the Twentieth Century – and after*, (London and New York: Routledge); 9 C31. A brief overview of the region in the twentieth century.

R.J. Crampton, (2002) *The Balkans since the Second World War*, (London and New York: Pearson); 4 C31. More detailed on Yugoslavia, Albania, Romania, and Bulgaria. Includes also Greece.

J.F. Brown, (1988) *Eastern Europe and Communist Rule*, (Durham and London: Duke University Press); 3 B90 (two copies)

Barbara Falk, *The Dilemmas of Dissidence in East Central Europe*, (Budapest: CEU Press); 3 F13 (two copies)

P.R. Magocsi, (1993) *Historical Atlas of East Central Europe*, (Seattle and London: University of Washington Press 1993); 9 M13. Essential on the complex issue of borders in the region.

A. Applebaum, (2012) *Iron Curtain. The Crushing of Eastern Europe 1944–1956*, (London: Penguin); 9 A72. A good comparative analysis of important topics, e.g. violence, youth, radio ...

I. Berend, (1998) *Decades of Crisis. Central and Eastern Europe before World War II*, (Berkeley et al.: University of California Press); 15 B54. A good study of interwar East Central Europe by a leading economic historian.

I. Berend, Gy. Ránki, (1974) *Economic Development in East-Central Europe in the 19th and 20th Centuries*, (New York and London: Columbia University Press), 15 B54. One of many monographs on economic development in East Central Europe by Iván Berend, a leading economic historian.

On Hungary in particular

I. Romsics, (1999) *Hungary in the Twentieth Century*, (Budapest: Corvina Osiris), 9 R50. Detailed and precise account from a leading Hungarian historian.

J. Lukacs, (1988) *Budapest 1900. A Historical Portrait of a City and Its Culture*, (New York: Weidenfeld & Nicolson 1988), 9 L92. Chapter 2 – “The City” – may be the most interesting for visiting students.

D. Wiebenson, J. Sisa, eds., (1998) *The Architecture of Historic Hungary*, (Cambridge, Massachusetts, and London, England: The MIT Press), W 67.

B. Cartledge, (2006) *The Will to Survive. A History of Hungary*, (London: Timewell Press); 9 C12 (four copies). Superb Oxbridge writing from a former British diplomat; focus, not surprisingly, on high politics.

P. Lendvai, (2003) *The Hungarians. A Thousand Years of Victory in Defeat*, (London: Hurst & Company); 9 L47. Easy read in the form of valuable and entertaining essays; written by a senior Vienna based Hungarian journalist who as a teenager survived the Shoah, and who left Hungary for good in 1956.

P. Lendvai, (2008) *One day that shook the communist world: The 1956 Hungarian uprising and its legacy*, (Princeton: Princeton University Press); 9 L48. The most detailed study on the 1956 revolutionary events yet.

A comment on grading:

The instructor will hand in points, not grades. The ISP office will transfer the points into grades. Corvinus full time and Erasmus students will be graded according to the Hungarian grade

scheme. See column „Explanation ...” below. North American, Mexican, and New Zealand students will be graded according to the „International Grade” scheme below.

Grade Conversion Table for FBA Programs and Courses taught in English

<i>Percentage achieved</i>	<i>Hungarian Grade</i>	<i>Explanation for the Hungarian grade</i>	<i>International Grade</i>
97-100	5	Excellent	A+
94-96	5	Excellent	A
90-93	5	Excellent	A-
87-89	5	Excellent	B+
84-86	4	Good	B
80-83	4	Good	B-
77-79	4	Good	C+
74-76	3	Satisfactory	C
70-73	3	Satisfactory	C-
67-69	3	Satisfactory	D+
64-66	2	Pass	D
60-63	2	Pass	D-
0-59	1	Fail	F
Nem jelent meg	DNA	Did not attend (no credit)	
Nem vizsgázott	I	Incomplete (no credit)	
Aláírva	S	Signed (no credit)	
Megtagadva	R	Refused (no credit)	