

ABSTRACTS

Biborka Ádám

■ ***Double Standards? The European Commission and the Minorities***

Keywords: *minorities, double standard, European Commission, EU*

The aim of the paper is to examine the relationship between the European Commission and the minorities. The European Commission is the EU's executive body, the guardian of the Treaties, responsible for proposing legislation and managing the Union's policies and budget on a day-to-day basis. The study starts from the assumption that today's European Commission is embroiled in self-controversy over minority policy and applies a double standard. Although the Union's primary law prohibits discrimination against all minorities, the European Commission highlights some of the minorities listed in the EU's primary sources of law, while neglecting others and deliberately sweeping their citizens' initiatives off the table. In this study, I examine why, and by which legal means, political methods, and ideological convictions the European Commission reaches its goals. In accordance with the principle of subsidiarity, minority policy falls within the competence of the Member States, and the European Union does not have a system of norms for minorities, yet the Commission is ready to propose a series of laws, regulations and budgetary frameworks in favour of immigrant and sexual minority groups. What will be the long-term social and demographic consequences of these decisions? What kind of Europe do our children inherit from the Juncker and Von der Leyen Commissions?

András Bethlendi

■ ***Informal Advocacy to the Detriment of Law Enforcement***

Keywords: *minority rights, human rights, Hungarians, Transylvania, Romania, RMDSZ, UDMR, unequal accommodation, discrimination, Kolozsvár, Cluj-Napoca*

This article explores the possible logical connections that made the political representatives of the Hungarians from Romania paradoxically opposed to law enforcement and advocacy strategies. The author illustrates the theoretical findings through three specific cases. The first case exemplifies the misuse of political communication to the detriment of legal awareness, and the second and third cases exemplify the disinterest of the Hungarian political actors in the enforcement of legally recognised rights.

László Csák

■ ***Minority Language Rights in Communicative Planning***

Keywords: *planning, minority language rights, Romania, Hungarian minority*

Planning is a social activity which aims at creating better places for communities. Participatory and communicative planning is gaining ground also in Romania, and there is plenty of research on the theory, practice, and ideology of planning regarding the involvement of the public, but there is a need to understand if there are language barriers here which might represent a bottleneck for linguistic minorities. The paper discusses this latter issue in the case of Romania's design, town planning, and strategic planning.

Miklós Csapody

■ *Populism and Transylvaniam*

Keywords: *populism, Transylvaniam, Hungary, literature, Endre Ady*

The populist movement, the most important Hungarian current of ideas of the first half of the 20th century, was the search for an ideological path of the intellectuals of Hungary regaining its statehood (the majority), while Transylvaniam was invented by their counterparts in Transylvania who were in a subordinate position after the loss of their own state framework. It was not the “centre” of the motherland that spread the popular ideology to the Hungarian “peripheries” beyond its borders, but vice versa. Regionalism could become Transylvaniam because it followed the old Transylvanian tradition of “tolerance and fairness”. While the right-wing and left-wing populists, plebeians, bourgeois radicals, liberals and neo-catholic conservatives who opposed the conservative power elite in Hungary wanted to modernise the country, the ideology of the early Transylvanian ideologues coincided almost entirely with the worldview of Endre Ady. This paper presents a sketchy comparative typology of the two schools of thought (ideology, institutions, social base, politics, and generations).

Gyula Fábíán

■ *Special Legal Solutions for Minority Territorial Autonomies in European States*

Keywords: *minority, autonomy, Transylvania, ethnicity-based territorial autonomy*

Most states that “woke up” after the end of the First World War to have ethnic or national minorities living on their enlarged territory

now grant them territorial autonomy – see the case of Italy, Serbia, Finland, and Russia, while other states such as Slovakia, Ukraine and Romania are “for the time being” either unwilling to address the issue or reject it, the more they have developed a kind of psychological idiosyncrasy in this area. After introducing the concept, characteristics and principles of ethnicity-based territorial autonomy, the study presents some special legal solutions for the functioning autonomies of Gagauzia, South Tyrol, and Tatarstan, which can also be applied to a future Hungarian territorial autonomy in Transylvania.

László Fosztó

■ *Protecting the Human Rights of Roma and Recognising Romani Culture in the European Union: An Overview of Recent Developments*

Keywords: *Roma human rights, minority protection regime, NGOs, Romani movement*

This article focuses on the recent developments of minority protection within the European Union though the case of Roma. The author first draws a sketch of the different models of Roma integration within the majority societies, then focuses on the post-World War Two architecture of the international treaties and monitoring mechanisms. Coming closer to the present, the text presents the political process which led to the establishment of the EU Framework Strategy for Roma inclusion. As a consequence of the second wave of Eastern enlargement of the EU (2007), the mobility of the Romani citizens increased within the European countries. Reactions such as the “the Nomad emergency” in Italy or the deporta-

tions of Romanian and Bulgarian Roma by the Sárközy administration created a human rights crisis which exposed that the rights of the Roma citizens are violated not only in their home countries but also at the destination. The EU bodies created the Framework Strategy for Roma inclusion in 2010 with the support of the Council of Europe. The article concludes with a critical assessment of the present situation (post 2020) after the second cycle of the Framework Strategy was launched.

Előd Gógh – Attila Kóvári

■ ***The Educational History and Pedagogy Approach of The Sound of Music***

Keywords: *didactics, educational styles, democratic education, authoritarian education, governess*

The Sound of Music is one of the most successful films ever made, as evidenced by its five Academy Awards. Almost everyone will know the story and at least one of the many famous tunes will spring to mind. The first half of the film is very similar to other “governess” stories, but unlike the others, the plot is based to a large extent on events that have taken place. The educational message of the film is obvious to almost everyone in many respects, but it is worth examining the educational methods associated with the initially very different psychologies of the two main characters. The characters’ approaches to child-rearing, both instinctive and psychological, contain non-trivial details and connections which, when approached from a scientific theoretical background, can make the film even more interesting on repeated viewings. Just as fascinating is the

confrontation and friction between different didactical approaches and the analysis of the ways in which the parties deal with the debate. As the film is set in 1938, the significant changes in education since then make it possible to place and examine the film’s subject in the context of educational history. As educators in the 21st century, we wonder whether a “drill” based purely on discipline and military rigour can work in educating children, when modern didactic principles are moving towards cooperative learning and education itself is becoming less and less important in pedagogical work. But can permissive, playful learning work in all contexts? Is it possible that there are useful elements in all of the approaches and that somewhere between the two extremes there may be a universal method of education? It is conceivable, but the character and personality traits of the teacher are likely to remain largely determinants of traditional (non-digital) education for a long time to come.

István Horváth

■ ***Nationalities Rights and Personal Emancipation***

Keywords: *national minorities, human rights, self-determination, minorities rights, emancipation*

Itself the category “national minority”, as in use since the end of 19th century, reveals an existing tension between the universality of human rights (institutionalized as membership in a definite political community) and the incumbent particularism resulted from the application of national self-determination principle on ethnic basis. The effort to promote the first principles resulted in a set of rights

limiting state sovereignty to promote asymmetric incorporation of its citizenry on the ground of ethnicity (negative rights). The second wave of rights endowment for this category was of promoting substantive entitlements enabling non-titular nationalities to maintain their cultural distinctiveness. Since the last decades of the 20th century, promoting the ideal of universal human rights shifted from protecting historically formed communal groups to fostering the opportunities for emancipation of marginal categories with non-mainstream identities, or life choices.

Zsuzsa Plainer

■ “I Wanted to Prove: There Is Such Thing as a Gypsy with a University Degree” – the Impact of the Romanian State-Supported Educational Policies on the Roma Upward Educational Mobility

Keywords: *Roma education policies, Roma upward mobility, cultural wealth theory, Roma in Romania*

The aim of this paper is to analyse the upward mobility path of some Romanian Roma, who were beneficiaries of the state-supported affirmative action programmes (Roma school mediator training, Romany language teacher programme, special high school and university places for Roma students). Social climbing in this research is investigated in case of first-in-family high school and university graduates. Simultaneously, these persons have higher school attainment than their parents (and beyond the compulsory minimum of ten grades). Based on previous research, the social climbing up is understood here as the possession of different capitals: cultural, network, and especially resilient

and navigational capital, which plays a crucial importance in striking back in racially hostile social environments. The narrative interviews indicate that mobility lays on previously acquired symbolical capital (recognition of the family) and it is supported by many protective factors (neo-protestant churches, communist orphanages, and the state-supported projects themselves). Interviews also reveal how racial identity was transformed under the impact of mobility. Some respondents narrate themselves as cultural straddlers, who commute between the Roma and the non-Roma social worlds; the majority of them considers that education enables the erasure of racial stigma.

Rita Szűts-Novák

■ Correspondence Research as a Primary Source in the History of Education: The Educational Policy and National Education Role of the Magyar Szemle in the Context of Sándor Imre’s Correspondence between the Two World Wars

Keywords: *history of education, micro-history, education policy, Magyar Szemle, Sándor Imre*

The object of our qualitative research was provided by the discovery of primary sources in the manuscript archives of the National Széchényi Library, and our interest turned with natural curiosity towards the person of Sándor Imre and the cultural milieu surrounding him. In our opinion, the interdisciplinary historical investigation enriches both the history of education and cultural history with many new results, while also nuancing our literary history. Katalin Kéri highlights the name of Sándor Imre as a significant

thinker in the history of Hungarian intellectual history between the two world wars, whose true knowledge and understanding has not yet been achieved in a wider circle. Sándor Imre's theoretical activities are also important to discuss because as a practising, leading teacher he influenced the education of the first half of the 20th century, and as a politician of education his views on educational policy are relevant as well. The micro-historical focus of the case study I am presenting is on Sándor Imre's letters to the Magyar Szemle Society.

Ilka Veress

■ ***Armenians in 21st-Century Romania***

Keywords: *minorities, Romania, Armenians, heterogeneity*

The text focuses primarily on the issue of the stratification of the Armenians in Romania as an ethno-

political category, drawing attention to the processuality of its internal heterogeneity and the need for its periodic review. Starting from the general premise that this is not a single ethnic group issue, but a general phenomenon due to the regional and historical complexity of Romania, the study of each group – whether we consider them as a national minority or as part of a global diaspora – requires the application of dynamic analytical models based on the situation of multiple social actors. Accordingly, the analysis will outline the historical, cultural, and institutional profile of Armenian communities living in present-day Romania, with a special focus on the changes in the internal composition of the category in the decades after the regime change, by sketching the specific dynamics that determine the group's current image and identity processes.



A lapszámot szerkesztette:
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„Hogy miféle súlyos következményekkel jár az emberi jogok azonosítása a népfeljegyzésekkel a nemzetállamok európai rendszerén belül, arra csak akkor derült fény, amikor hirtelen egyre nagyobb számban tűntek fel a színen olyan emberek és népek, melyek legelemibb jogait éppoly kevésbé biztosította a nemzetállam rendes működése itt, Európa közepén, mintha Afrika közepén találták volna magukat.”

(Hannah Arendt)

ISSN 1222 8338



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