

FACULTY-LED TRAVEL PROGRAM TO HUNGARY (SUMMER 2026)

6 credit hours (all applicable toward Social Practice minor)

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Location: Budapest, Hungary

Dates: June 19–July 12, 2026

Course Description

Hungary is a fascinating country located in the heart of Europe, at the crossroads of East and West. Once half of the renowned Austro-Hungarian Empire, Hungary suffered greatly during the 20th century from successive occupations by the Nazis and the Soviets. Following its peaceful transition to democracy in the period 1989–91, Hungary was considered a model post-socialist state. Since then, however, the country has experienced a lot of change. Throughout this turbulent history, artists and art institutions have struggled to survive and make their voices heard. *Art and Advocacy in Hungary* will examine this complex historical and contemporary art scene through the lens of socially engaged artistic practices, illuminating the potential for artists to be powerful advocates for social change. During three weeks in Budapest, we will immerse ourselves in Hungarian history and culture as we seek to better understand the artist's role in society and the ways in which creative communities can work together towards the common good.

Students who take part in this FLTP will earn 6 credit hours, divided between the following two courses.

CRITICAL SITES OF SOCIALLY ENGAGED ART AND ART ACTIVISM IN THE 20th AND 21st CENTURIES

Credit hours: 3 (art history elective)

Critical Sites of Socially Engaged Art and Art Activism examines the worldwide contemporary art current of socially engaged art as it has been theorized in different ways and practiced in various forms. This intensive summer course will trace key trajectories from the latter part of the 20th century into the present, as socially engaged art merges with and transforms into art activism. Drawing on both Hungarian and North American examples, we will consider key moments in the history of socially engaged art by focusing on concepts/key terms such as “the museum industrial complex,” “new genre public art,” “relational aesthetics,” and “relational antagonism.” Coursework will include assigned readings, response papers, and visits to museums, galleries, and artists' studios in Budapest. For their final project, students will develop and write an exhibition proposal for a speculative exhibition of socially engaged art in a global context.

ARTIST–ADVOCATE–ADVENTURER

Credit hours: 3 (studio elective)

This course explores immersion into a new cultural context as a springboard for creative practice and social engagement. Coursework is designed to maximize engagement with the local community on an ongoing basis. There will be three components to the regular weekly class time: Hungarian language and culture lessons, taught by a native Hungarian; independent volunteer work with community partner organizations; and class discussion and reflection. Outside of Budapest, the class will incorporate two excursions: one to the artists' village Szentendre to visit galleries and studios, and a second to the village of Etyek, including a visit the Korda Filmpark. For their final project, students will create a comprehensive daily journal of their experiences that incorporates writing as well as a wide range of visual media, which may include drawing, mapping, collage, video, photography, and design, among others. Upon our return to KCAI, students will share their journals at a public presentation of their work for the KCAI community.

EXPECTED LEARNING OUTCOMES

1. **Communication:** Students will demonstrate an ability to articulate ideas and methods of social practice in oral presentation and writing—through journaling, formal writing assignments, and public presentations.
2. **Risk-taking:** Students will demonstrate a high level of creativity, intellectual curiosity, self-reflection, and willingness to take risks as they navigate unfamiliar contexts.
3. **Technical Skills:** Students will acquire and demonstrate skills required for social practice art—including communication, listening, reflection, collaboration, planning, envisioning multiple outcomes, leadership, and facilitation.
4. **Diversity:** Students will demonstrate an openness toward and awareness of diverse cultural practices, epistemologies, and viewpoints—including an understanding of Hungarian history and culture, as well as the history and culture of significant minority groups in the region.