



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	Identity, Culture and Cultural Misunderstanding in the Czech Context
<b>Course Number:</b>	ANTH 3005 PRAG
<b>Programs offering course:</b>	CES, CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

Although contemporary Czech society is still perceived as very homogenous, topics related to ethnicity, identity, culture and nationalism are nonetheless very vivid. There have been many changes in the ethnic structure of the country since 1918 and ethnic tensions became a strong force that have played an important role in all the changes that took place over the past twenty years. This course will analyze this force and explore the link between political, social and economic changes and intercultural issues from different perspectives.

The aim of the course is threefold: an introduction to intercultural issues in the Czech context against a background of social, political and historical change; an introduction to the main topics related to intercultural issues; and a reflection on intercultural competencies.

Part of the course will be organized together with a group of Czech students from Faculty of Humanities, Charles University, Department of Civil Society.

### **Learning Objectives**

By the end of the course, students will

- understand issues concerning identity, culture and cultural misunderstanding pertinent to the Czech environment and ways these issues have been addressed
- analyze the ways in which culture influences our daily life in general and in the Czech context specifically
- be able to critically examine the way historical and social contexts influence our perception of intercultural issues
- be able to reflect on personal experience in the context of living abroad for four months

### **Course Prerequisites**

No prerequisites

### **Methods of Instruction**

To facilitate a genuine experience, the class will employ different methods and tools, including

- teacher's presentations introducing particular topics
- students' presentations demonstrating their understanding of a particular topic
- guest speakers
- reflections based on a wide range of training methods used in intercultural training
- field trips and observations
- an intensive workshops with Czech students
- a visit to an English-language performance at the Theatre of the Oppressed

### **Assessment and Final Grade**

1. Individual presentation:	20 %
2. Theatre of the Oppressed reflection:	10 %
3. Intensive course reflection:	15 %
4. Midterm paper:	15 %
5. Final paper:	20 %
6. Class participation:	20 %

### **Course Requirements**

#### **Individual presentation**

Each student will have a presentation based on a scholarly article and linking theoretical concepts to his/her own reflections of intercultural issues.

Lengths of the presentation – 20 minutes

#### **Theater of the Oppressed reflection**

Each student will submit a reflection on the Theater of the Oppressed performance. Specific guidelines will be provided via Canvas course site.

Length: 750-1000 words

#### **Intensive course reflection**

Each student will submit a reflection on the workshop themes and activities. Specific guidelines will be provided via Canvas course site.

Length: 1300-1500 words

#### **Midterm and final paper**

Each student will write two papers – a mid-term paper and a final paper, each divided into two parts: a description of a specific situation and its reflection in the light of the literature and concepts covered during the course. Specific guidelines will be provided via Canvas course site.

General parameters:

Midterm paper: 1200-1500 words, use of at least 3 theoretical texts to support the arguments presented.

Final paper: 1700–2000 words, use of at least 5 theoretical texts to support the arguments presented.



### **Class Participation**

Activity in the class will be based on self-assessment and reflection of each class as well as active preparation for each class session, including reading the required texts and the ability to apply presented contexts in class discussions and activities.

### **CIEE Prague Class Participation Policy**

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

### **CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

***90-minute semester classes:***



<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

**180-minute semester classes:**

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>
<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or



phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

**Weekly Schedule**

<b>Week 1</b>	<p><b>Introduction</b> Expectations, a field trip, activities to introduce each other and share stories about multicultural issues.</p>
<b>Week 2</b>	<p><b>Minorities in the historical context</b> Situation in Czechoslovakia 1910–1938; situation of minority groups during Communism; situation in the Czech Republic after 1989. Relations between minority groups and majority population from international perspective.</p> <p>Bhopal, K. (2004). 47–64. Devine, D. (2005). 49–69.</p>
<b>Week 3</b>	<p><b>Multicultural Education in the Czech context</b> Multicultural education from an international perspective; influence of societal context on implementation of multicultural education; Multicultural education in the light of culturalism and multiple-identities approach.</p> <p>Banks, J., A. (ed.) (2004). 3 - 15. Moree, Dana. <i>Chapter 1</i>. Moree, D., Klaassen, C. &amp; Veugelers, W. (2008).</p>
<b>Week 4</b>	<p><b>Friday: All Day Workshop with Czech Students</b> <b>Guest speaker</b></p> <p><b>Identity</b> Identity versus ethnicity; ethnicity as a part of multiple identities approach; culturalism versus multiple identities approach and intersectionality.</p> <p>Bauman, Z. (2004). Howard J. A. (2000). 367–393</p>
<b>Week 5</b>	<p><b>Intercultural issues on the background of transformation</b></p>

Influence of political transformation on the value system;  
multicultural education as a laboratory of intercultural relations;  
education system in Czechoslovakia and in the Czech Republic before  
and after 1989.

Marková, I. (ed.) (2004). 1 – 25.

Moree, Dana. (2013). 586 – 608 (online 1469-3704).

**Week 6**  
**Midterm Exam**  
**Period**

**Theater of the Oppressed**

**Guest speaker**

**Culture**

Onion model of culture; symbols, rituals, value system and pre-  
assumptions. Influence of culture on daily situations.

Samovar, L., A.; Porter, R., E.; McDaniel, E., R. & Roy, C., S. (2013).  
Chapter 6

Trompenaars, F. (1989). 1 – 28.

**Week 7**  
**Midterm Exam**  
**Period**

**Intercultural sensitivity**

Contact theory; intercultural sensitivity theory; analysis of specific  
situations in the light of intercultural sensitivity theory.

Gordon, P. S. (2005). 423 – 429.

Hammer, M., R., & Bennett, M., J., & Wiseman, R. (2003). 421 – 443.

**Week 8**

**Integration**

The link between assimilation, integration, marginalization and  
segregation from the perspective of minority and majority groups.  
Integration in the light of daily situations; integration in education  
system, the case of the Czech Republic.

Berry, J., W. (1997). 5 – 68.

**Week 9**

**Processes of exclusion and Power issues**

Power as a means of segregation; exclusion from the perspective of  
group dynamics; ethnicity as a factor of exclusion; visibility versus in-  
visibility as part of processes of exclusion.

Anthias, F. (2011). 204 – 216.

**Week 10**

**Intercultural communication**

Communication models; culture as the third dimension of  
communication; cultural misunderstandings; analysis of specific  
situations in the light of the introduced theoretical concepts.

**Week 11**

**Stigma and racism**

Intercultural evening from 7 till 10 pm in CIEE together with Czech  
friends and colleagues.

Theory of stigma; macroaggressions; stigma and racism; victims and oppressors in the light of the stigma concept. Methods of overcoming exclusion and hate speech.

Link, Bruce, G. & Phelan, Jo, C. (2001). 363–385.  
Crocker, Jennifer & Major, Brenda (1989). 608 – 630.

**Week 12**

**Methods how to work with these topics**

Intercultural issues in education system and as a part of citizenship education; culture versus structure in concrete situations.

Parker, W., C. (2007).  
Power, F., C. & Power, A., M. (2008). “Civic Engagement, Global Citizenship and Moral Psychology.” In: Oser, F., K. & Veugelers, W. (eds). *Getting Involved; Global Citizenship Development and Sources of Moral Values*. Rotterdam: Sense Publisher.

**Final Exam Week**

Final reflection  
No individual presentations.  
**Final paper**

**Course Materials**

Anthias, F. (2011). “Intersections and Translocations: new paradigms for thinking about cultural diversity and social identities.” *European Educational Research Journal* 10: 204–216.

Banks, J., A. (ed.) (2004). *Diversity and Citizenship Education; Global Perspectives*. San Francisco: Jossey-Bass: 3-15.

Bauman, Z. (2004). *Identity*. Cambridge: Polity Press.

Berry, J., W. (1997). “Immigration, Acculturation, and Adaptation.” *Applied Psychology: An international review*, 46: 5–68.

Bhopal, K. (2004). “Gypsy Travellers and Education: Changing needs and changing perceptions.” *British Journal of Educational Studies* 52: 47–64.

Crocker, Jennifer & Major, Brenda (1989). “Social Stigma and Self-Esteem: The Self-Protective Properties of Stigma.” *Psychological Review* 96, no. 4: 608–630.

Devine, D. (2005). “Welcome to Celtic Tiger? Teacher responses to immigration and increasing ethnic diversity in Irish schools.” *International Studies in Sociology of Education* 15: 49–69.

Gijsberts, M. (2004). *Ethnic minorities and Integration; Outlook for the Future*. The Hague: Social and Cultural Planning Office.



Gordon, P. S. (2005). "Not a Mormon; Confessions of a Dangerous Nomo." *Cultural Studies* 19: 423–429.

Hammer, M., R., & Bennett, M., J., & Wiseman, R. (2003). "Measuring Intercultural Sensitivity: The intercultural development inventory." *International Journal of Intercultural Relations* 27: 421 – 443.

Howard J. A. (2000). "Social Psychology of Identities." *Annual Review of Sociology* 26: 367–393

Link, Bruce, G. & Phelan, Jo, C. (2001). "Conceptualizing Stigma." *Annual Review of Sociology* 27: 363–385.

Marková, I. (ed.) (2004). *Trust and democratic transition in post-communist Europe*. Oxford: Oxford University Press.

Moree, Dana. (2013). "Teachers and School Culture in the Czech Republic before and after 1989." *The Curriculum Journal* 24, no. 4: 586–608. ISSN 0958-5176. (Online 1469-3704).

Moree, Dana. "How Teachers Cope with Social and Educational Transformation: Struggling with Multicultural Education in the Czech Classroom." Benešov: Eman, 2008. ISBN 978-80-86211-62-6.

Moree, D., Klaassen, C. & Veugelers, W. (2008). "Teachers' Ideas about Multicultural Education in a Changing Society: the case of the Czech Republic." *European Educational Research Journal* 7. ISSN 1474-9041.

Parker, W., C. (2007). "Imagining a Cosmopolitan Curriculum. A Working Paper Developed for the Washington State Council for the Social Studies." Seattle: University of Washington.

Power, F., C. & Power, A., M. (2008). "Civic Engagement, Global Citizenship and Moral Psychology." In: Oser, F., K. & Veugelers, W. (eds). *Getting Involved; Global Citizenship Development and Sources of Moral Values*. Rotterdam: Sense Publisher.

Samovar, L.,A.; Porter, R., E.; McDaniel, E., R. & Roy, C., S. (2013). *Communication between Cultures*. Wadsworth: Cengage Learning.

Trompenaars, Fons (1989). *Riding the Waves of Culture*. Fairfield.