



CIEE Prague, Czech Republic

Course Name:	Tribal Myths and Traditions of the Czechs
Course Number:	HIST 3003 PRAG
Programs offering course:	CES, CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2019

Course Description

Many historical figures and phenomena that Czechs know well may remain a mystery to foreigners because of the lack of context. These omnipresent fragments of history are shared by members of the society and are usually modified by various ideological and political intentions, which eventually results in the creation of a national myth/myths.

This course focuses on various forms of myths: pre-Christian (arrival of Czechs), Christian legends (St Wenceslas), folk tales, the “national” myth of the Czech National Revival, modern state-forming myths (Czechoslovak legionnaires) and urban legend (the Springman), and connects them also to various traditions, such as folk traditions throughout the year, as well as traditional skills like beer brewing, fish farming etc.

We will engage in a historiographical and partially also anthropological analysis and interpretation of selected past events. To decipher how they came into existence, it is necessary to understand their historical context and the way they were understood and explained by contemporaries, the way they were interpreted by their followers, the way they were used, misused and imposed by politicians. Moreover, we will discuss the role paradigm shifts played in these processes. We will look closely at and critique some of the relatively well-defined pillars of public knowledge and collective identity.

Learning Objectives

At the end of the semester, students will be able to:

- critically discuss the historical, social, religious, geographical, and national development of the Czech Republic;
- analyze and critically explain generally accepted constellations, and thus de-mythicize some historical facts which were distorted by paradigm shifts;
- describe and assess historical and social resentments, collective identity, and causes and consequences of important historical events in the history of what is now called the Czech Republic.

Course Prerequisites



Advanced knowledge of Czech history is expected.

Methods of Instruction

Lectures with PowerPoint presentations, films, music samples, discussions, and field trips. All readings and materials will be published on the course Canvas site.

Assessment and Final Grade

The course grade will be calculated as follows:

1. participation and homework assignments – 20%
2. in-class presentations – 20%
3. midterm exam – 20%
4. final exam – 20%
5. research paper – 20%

Course Requirements

Students will take two **in-class exams** (midterm and final), each of which focuses on topics from the particular half of semester.

They also have to submit six assignments which will be included in the participation segment of the final grade, therefore failure to submit them will lower the participation grade.

Students will select a topic of their interest, which will be approved by the instructor, and write a **research paper** (1250-1500 words) on the topic. In addition, students will prepare and deliver in class a 10-minute **presentation** which will introduce the topic, the progress of research and research findings.

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>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure 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>
one 180-minute class	up to 10%	no penalty



two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure 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

Week 1	<p>Topic 1: Introduction Periodization of the Czech history, interpretations and misinterpretations, historiography and ideology, paradigm shift, national myths.</p> <p>Topic 2: Old Czech Myths I: Arrival of the Czechs Fragments of pre-Christian Slavic mythology: Forefather Čech and arrival of Czechs to Bohemia, the role of Říp mountain. Uncovering</p>
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	<p>the real core of the myth in old texts through archaeological findings and semiotic analysis.</p> <p>Required Readings: Wolverton 2009, 35-36.</p>
Week 2	<p>Topic 1: Old Czech Myths II: Přemysl the Ploughman Přemyslid dynastic myth: Přemysl the Ploughman. Inauguration ritual of Přemyslids. Local or Indo-European origin? Role of Slavic mythology in the Czech National Revival.</p> <p>Required Readings: Demetz 1997, 3-26. Wolverton 2009, 40-48.</p> <p>Topic 2: The Bohemian Heaven: Christian Mythology Patron saints of Bohemia: St Wenceslas, St Ludmilla, St Adalbert, St Agnes of Bohemia, St John of Nepomuk. Their ideological role in formation of the state of Bohemia, their legacy up to the present.</p> <p>Required Readings: Bartlett 2007, 47-70. Samerski 2007, 81-91.</p>
Week 3	<p>Topic 1: Greatest Czech, Bohemian or European? Was Charles IV greatest Czech, Bohemian or European? Universal ruler of Christianity? Founder of the medieval state of the Bohemian Crown? Interpretation of his reception throughout history and understanding him as the co-creator of the Czech statehood.</p> <p>Required Readings: Rosario 2000, 71-76. Nagy and Schaer 2001, 69-73.</p> <p>Topic 2: Heretics of reformers? Hussite heresy against the European Catholicism The icons: Jan Huss, Jan Žižka – their lives, adoration and fall. Ambivalent interpretations of Hussites in history. Hussite legacy at the birth of an independent Czechoslovak state: the Czechoslovak legion in WW I. A Hussite battle song as a candidate for the Czech national anthem, its cover versions in the 19th and 20th centuries: from Romanticism to heavy metal. Hussite legacy used by Communists.</p> <p>Required Readings: Šmahel 1998, 79-96.</p>

	<p>Šmahel 1990, 27-33. Fudge 2002, 66-68.</p>
Week 4	<p>Topic 1: Prague Legends: Devil's Stones in Vyšehrad What is the origin of the strangely arranged stone columns in Vyšehrad? Were these stones originally menhirs constructed by ancient prehistoric people? What is the meaning of the mysterious inscription on the stones? An old legend is confronted with archaeology and geology. Field trip: Visit to the Vyšehrad church and the Devil's Stones</p> <p>Topic 2: 16th Century Legacy in Everyday Life: Fish Farming and Beer Brewing Traditions: Construction of ponds, fish farming – large projects in the 16th-century Bohemia. Jakub Krčín of Jelčany and a new form of landscape. The carp as Czech national Christmas meal. Fish farming as a scientific discipline. Beer brewing during centuries. Scientific beer brewing: Tadeáš Hájek z Hájku, František Ondřej Poupě. Beer culture, pub culture.</p>
Week 5	<p>Topic 1: Rudolf II's Magical Prague Superstition vs. natural philosophy of Paracelsianism. Occult disciplines: alchemy and astrology. Were Tycho Brahe and Kepler magicians? Maharal and Golem. A picture of 16th-century Prague in modern art. Field trip: visit to Strahov Library's historical book collection</p> <p>Required Readings: Pařez 2004, 57-80. Marshall 2006, 110-127, 151-184.</p> <p>Topic 2: Libri Prohibiti – Prohibited Books. Definition of the Libri prohibiti. Were prohibited books really prohibited? Vatican's Index and Index of Koniáš. Copernicus. Censorship in Czech history in the 19th and 20th centuries: Metternich, Bach, Austria-Hungary, Nazi and Communist totalitarian regimes. Necessity of censorship. Paradigm shift and censorship.</p> <p>Required Readings: Gingerich 2004, 135-146. Čornejová 1991, 90-92.</p>
Week 6 Midterm Exam Period	<p>Topic 1: Review. Discussion.</p> <p>Topic 2: Midterm Exam.</p>
Week 7	<p>Topic 1: Blaník Mountain Myth Sleeping army of knights led by the legendary St. Wenceslas awaiting</p>

<p>Midterm Exam Period</p>	<p>the right moment to defend Bohemia. When and why did this myth appear? Its role in the Czech National Revival. Blaník in literature.</p> <p>Required Readings: Vrchlický 2010, 210-213.</p> <p>Topic 2: Czech Year: Folk Customs, Traditions, Celebrations and Rituals, Christmastime Customs, Traditions, Carols.</p>
<p>Week 8</p>	<p>Topic 1: Birth of a Czech National Myth, Czechs and Slavs. Panslavism: a Myth of Slavic Reciprocity. The birth of the modern Czech nation. Three concepts of national identity. Czech National Revival’s transformation into a political movement of the middle class. Exclusion of the role of clergy and aristocracy from the national myth. The “soft Slavic linden” vs. the “hard Germanic oak”. Panslavism – Slavic identity, its rise and fall.</p> <p>Required Readings: Dobrovský 2006, 97-103. Havlíček Borovský 2007, 250-254.</p> <p>Topic 2: Czech National Revival and the Creation of Historical Myths: literary falsifications, errors in historical painting and sculpture Falsifications and their revelation: Controversy over the Manuscripts. How did revivalist artists depict the clothes of the first Slavs and historical Czechs on their paintings and sculptures.</p> <p>Required Readings: Palacký 2007, 322-329.</p>
<p>Week 9</p>	<p>Topic 1: Czech National Revival Field Trip: From Vyšehrad to the Palacký Monument Examples of the Czech national myth of the 19th century: mixed and selected features from the historical legacy</p> <p>Research Paper Presentations 1</p> <p>Topic 2: Emigration from the Lands of the Bohemian Crown Emigration as a general problem of Czech history: 1620, 1848, 1870-1910, 1929, 1938, 1948, 1968. Why and how? Emigration to the USA. People and places. Searching for Czech and Moravian communities.</p> <p>Required Readings: Habenicht 1996 Albright 2012, 112-114</p>

	<p>Research Paper Presentations 2</p>
Week 10	<p>Topic 1: How Deserters Fought for Independence: Czechoslovak Legionnaires in WW I WW I: Czechoslovak legionnaires in France, Italy and Russia and the anabasis of the latter. Sokol members in the Middle Asia: the role of Sokol in the Czechoslovak legion. The importance of the Hussite legacy. Did Czechoslovak legionnaires steal Russian golden treasure? The legionnaires' return home, and their position and role in the Czechoslovak Republic. The former legionnaires as victims of reprisals from both Nazis and Communists.</p> <p>Required Readings: Agnew 2004, 161-172. Documentary film about Czechoslovak legionnaires in WW I.</p> <p>Research Paper Presentations 3</p> <p>Topic 2: The Protectorate myths I: Parachuters of Anthropoid Decision of the Czechoslovak Government-in-Exile to Heydrich. Operation "Anthropoid". Never captured paratroopers – heroes of Anti-Nazi resistance. Lidice and Ležáky. Positive consequences. Heydrich's assassination negatively received by Communists and why it did not become a modern myth.</p> <p>Required Readings: Burian 2002 Heydrich 2010, 321-326. Documentary film about Czechoslovak pilots in Royal Air Force.</p> <p>Research Paper Presentations 4</p>
Week 11	<p>Topic 1: The Protectorate Myths II: Springman An urban legend about the Springman, the first Czech superhero. Modification of the hero in art. A narrative that became a legend of anti-Nazi resistance.</p> <p>Required Readings: McDonald – Kaplan 1995, 137. Animated movie "Springman and the SS" by J. Trnka.</p> <p>Topic 2: Rychlé šípy (The Rapid Arrows) Czech writer Jaroslav Foglar and his novels about a fictional club of five boys. The first comics for youngsters suppressed by the Nazis as well as Communists. Dark Alleys, "Hedgehog in the Cage" and the flying bicycle of Jan Tleskač. Vont organization and its anthem without</p>

	words. Did Rapid Arrows exist and if so, where did they live? Mirek Dušín for President! “Rapid Arrows” vs. “Fellowship of the Cat Paw”.
Week 12	<p>Topic 1: Jára (da) Cimrman: Universal Genius from the Alcohol-Free Wine Cellar Fictional polymath, traveler, teacher, inventor, composer, who was nearly elected the Greatest Czech in Czech TV contest. Jára Cimrman in theatre, movie, exhibitions and street names.</p> <p>Required Readings: Excerpts from “seminars” before theatre plays. Translated by Andrew Roberts.</p> <p>Topic 2: Review and general discussion. Research Paper due</p>
Final Exam Week	<p>Topic 1: Revision and end-of-course discussion</p> <p>Topic 2: Final Exam</p>

Course Materials

Required readings

Agnew H., *The Czechs and the Lands of the Bohemian Crown*, Stanford 2004, pp. 161-172.

Albright M., *Prague Winter. A Personal Story of Remembrance and War, 1937-1948*, New York 2012, pp. 112-114.

Bartlett R.: *From Paganism to Christianity in medieval Europe*, in: Berend N. (ed.), *Christianization and the Rise of Christian Monarchy: Scandinavia, Central Europe and Rus', c. 900–1200*; Cambridge University Press 2007, pp. 47-70.

Burian M. et al., *Assassination. Operation Anthropoid 1941-1942*, Prague 2002.

Čornejová I., *The Jesuit School and John Amos Comenius*, in: Pešková J. (ed), *Homage to J. A. Comenius*, Prague 1991, pp. 90-92.

Demetz P.: *Prague in Black and Gold: Scenes from the Life of a European City*, Hill and Wang New York 1997, pp. 3-26.

Dobrovský J., *Concerning the Constant and Enduring Allegiance of the Slav Peoples to the House of Austria*, in: Trencsényi B. – Kopeček M (eds): *Discourses of Collective Identity in*

Central and Southeast Europe (1770-1945) Vol. I, Central European University Press
Budapest – New York, 2006, pp. 97-103.

Fudge, T. A. (ed.), *Crusade Against Heretics in Bohemia, 1418-1437: Sources and Documents for the Hussite Crusades*. Aldershot 2002, pp. 66-68.

Gingerich O., *The Book Nobody Read. Chasing the Revolutions of Nicolaus Copernicus*, New York 2004, pp. 135-146.

Habenicht J., *History of Czechs in America*, St. Paul 1996.

Havlíček Borovský K., *The Slav and the Czech*, in: Trencsényi B. – Kopeček M (eds): *Discourses of Collective Identity in Central and Southeast Europe (1770-1945) Vol. II*, Central European University Press Budapest – New York, 2007, pp. 250-254.

Heydrich R., *On the Elimination of the Czech Nation*, in: Bažant J. – Bažantová N. – Starn F. (eds), *The Czech Reader. History, Culture, Politics*. Duke University Press 2010, pp. 321-326.

Marshall P., *The Magic Circle of Rudolf II: Alchemy, Astrology and Magic in Renaissance Prague*, New York 2006, pp. 110-127; 151-184.

McDonald C. – Kaplan J., *Prague in the Shadow of Swastika*, Prague 1995, 137.

Nagy B. – Schaer F. (eds.), *Autobiography of Charles IV*, Budapest 2001, pp. 69-73.

Palacký F., *Letter to Frankfurt, 11 April 1848*, in: Trencsényi B. – Kopeček M (eds): *Discourses of Collective Identity in Central and Southeast Europe (1770-1945) Vol. II*, Central European University Press Budapest – New York, 2007, pp. 322-329.

Pařez J., *An Essay on Paracelsus and his Influence on Natural Philosophy in Bohemia under Rudolf II*, in: *Acta historica rerum naturalium necnon technicarum. New Series*, vol. 8, Prague 2004, pp. 57-80.

Rosario I., *Art and Propaganda: Charles IV and Bohemia*, Boydell Press 2000, pp. 71-76.

Samerski S., *The Quest for a Symbol – Wenceslas and the Czech State*, in: S. J. Kirschbaum (ed.), *Central European History and the European Union. The Meaning of Europe*, New York 2007, pp. 81-91.

Šmahel F., *The Hussite Movement: an anomaly of European history?*, in: Teich M. (ed.), *Bohemia in History*, Cambridge University Press 1998, pp. 79-96.

Šmahel F.: *Prophets without honour? Jan Hus – Heretic or Patriot?* *History Today* 40, No. 4, 1990, pp. 27-33.

Vrchlický J., The Ballad of Blaník, in: Bažant J. – Bažantová N. – Starn F. (eds), The Czech Reader. History, Culture, Politics. Duke University Press, 2010, pp. 210-213.

Wolverton L. (ed.), Cosmas of Prague. The Chronicle of the Czechs, Washington D.C. 2009, pp. 35-36, 40-48

Recommended readings

Bažant J. – Bažantová N. – Starn F. (eds), The Czech Reader. History, Culture, Politics. Duke University Press, 2010.

Čornej P. – Pokorný J., A Brief History of the Czech Lands to 2004, Prague 2004.

David Z. V., Finding the Middle Way. The Utraquist's Liberal Challenge to Rome and Luther, Washington – Baltimore 2003.

Evans R. J. W., Rudolf II and His World. A Study in Intellectual History 1576-1612, Oxford 1973.

Evans R. J. W., The Making of Habsburg Monarchy 1550-1700, Oxford 1979.

Fudge T. A., The Magnificent Ride. The First Reformation in Bohemia, Aldershot 1998.

Gellner E., Nations and Nationalism, Oxford 1983.

Okey R., The Habsburg Monarchy. From Enlightenment to Eclipse, New York 2001.

Pánek J. – Tůma, O. et al.: A History of the Czech Lands, Prague 2009.

Polišenský J. V., History of Czechoslovakia in Outline, Prague 1991 (2nd edition).

Skilling H. G., T. G. Masaryk: Against the Current 1882-1914, The Macmillan Press 1994.

Teich M. (ed.), Bohemia in History, Cambridge University Press 1998.