



CIEE Prague, Czech Republic

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| Course Name: | Civic Engagement and Social Issues: Central European Perspectives |
| Course Number: | SOCI 3001 PRAG |
| Programs offering course: | CES, CNMJ |
| Language of instruction: | English |
| U.S. Semester Credits: | 3 |
| Contact Hours: | 45 |
| Term: | Fall 2019 |

Course Description

The aim of the course is to describe and further elaborate on specific social problems in the Czech Republic. We will discuss the development of the selected social problems and learn about the cultural and historical background in which they have developed. Furthermore, we will assess the impact of current social problems on Czech society and compare them with other countries. An important part of this course will include discussions about the personal experiences of the students in order to raise awareness. The aim of the course is also to show how certain social issues might be related to or influence each other. We will focus on social exclusion and inequalities and explore them further in learning about specific problems demonstrated through concrete examples.

The overall theme of the course is to understand people's engagement in changing the society, primarily through their participation in non-governmental organizations and community initiatives. We will engage in ongoing debates and follow recent developments of the respective topics as closely as possible in our classes using a variety of sources, including academic articles, videos, and reports by various institutions and media coverage of the issues. This course also serves as an interesting insight into the Czech culture and society from an unusual perspective.

Learning Objectives

By the end of the course students will be able to:

- Critically discuss the development of civil society in the region, along with its cultural and historical specifics;
- Provide examples of major social problems in the Czech Republic and assess how they are being approached and why;
- Evaluate the role of the third-sector in dealing with major social problems and striving for social justice;



- Understand difference between individualistic and structural approach to social change;
- Include the perspective of mechanisms of inclusion/exclusion and social justice in further areas of research/study;

Course Prerequisites

Class is open to students with diverse backgrounds.

Methods of Instruction

The class will combine teacher presentations (lectures with PowerPoint presentations) with interactive in-class activities, videos, and collaborative student tasks developing students' critical and creative thinking skills. The course will also include interactive site-visits and guest teachers.

Assessment and Final Grade

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| 1. Readings | 27% |
| 2. Midterm assignment | 15% |
| 3. Topic presentation | 15% |
| 4. Final paper | 23% |
| 5. Class participation: | 20% |

Course Requirements

Class Participation

Assessment of students' participation in class is an inherent component of the course grade. 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.

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. If missing a class, the student is expected to catch up on the class content and to submit well-reflected and in-depth contributions to Canvas discussions on the particular topic or reflections to the instructor to ensure that his/her absence from the class will not significantly affect his/her participation grade.

Students will receive a partial participation grade every three weeks.



Readings

Two response papers on compulsory reading are required, due during **midterm week** (reading response 1) and **final week** (reading response 2).

Midterm Assignment

Students will conduct and present one interview with a random respondent within the topic of “Civil society participation and personal engagement in social issues.” Students will have time allocated during the classes to prepare and discuss their questions. The reading response to be handed in should be a summary of major points with a brief critical discussion on relevance to class topics and approximately two pages long.

Topic presentation

Students will be divided into groups according to a topic based on their interests and will then prepare an interactive presentation for the class. Students will deliver the presentation during assigned time and also hand in supporting materials (such as presentation and reflection on personal contribution to the group presentation).

Final Paper

Personal reflection on the chosen issue inspired by the presentation given by another student group. Short essay elaborating the idea presented, further reflection of this idea and connection to the previous discussions in the class. Due during the final week. A brief presentation to the class is a part of this portion of the grade.

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> |
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| 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> |
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| 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

Class 1: Introduction to class

- Practical information, course requirements
- Previous experiences related to the class
- Discussing concepts of civil society, comparison of different definitions of the term, students’ own concepts of civil society

Class 2: Understanding the concept of civil society

- Specifics of Western democracies and their implications for civil society (social capital, social cohesion, civic engagement)

Required reading: Putnam, 1995, 65–78.

Week 2

Class 1: History and the current general state of the Czech civil society

- Specifics of development of the Czech civil society with a focus on the role of non-governmental organizations

Required reading: Potůček, 2000, pp. 107 – 121.

Class 2: Community psychology and learning about social issues in the CR

- Mapping social issues in the CR
- Belonging to community and social justice. Setting theoretical background.

Required reading: Kloos, 2011, Chapter 1, pp. 2 – 35.

Deliverables:

Reading questions for Kloos via Canvas discussion

Week 3

Class 1: Community psychology and learning about social issues in the CR

- Belonging to community and social justice. Setting theoretical background. Core values of community psychology.

Required reading: Kloos, 2011, Chapter 1, pp. 2 – 35.

Deliverables:

Reading test 1

Class 2: Preparation of midterm assignment

Group work and discussions, providing more detailed guidelines for the midterm assignment

Required reading: Stepping Stone into the World (2008), online on balticworlds.com.

Week 4

Class 1: Homogeneity and society

- The Sudetenland: a sociological laboratory. New Czech identity and fundamental values.
- Minorities in a homogeneous society.

Required reading: Matějka, 2005, pp. 1 – 11.

Class 2: Czech civil society and civic engagement

- Civic engagement survey 2016 – contents, modes, levels of scale of Czech engagement

Required reading: Ekman, Amna, 2012, pp. 283-300.

Deliverables:

Reading questions for Ekman & Amna via Canvas discussion

Week 5

Class 1: Inclusion and exclusion of “other” people

- Homelessness as a social stigma: Site visit – Jídelna kuchařek bez domova (Cooks without homes), Homeless women cook for the public and present their culinary skills in their own bistro to help break the stigma of homelessness.

Required reading: Strnad, Marek, 2014, pp. 121 -130.

Class 2: Mandatory one-day excursion to Teplice

Deliverables:

Reading response 1

Site visit feedback, class excursion feedback

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| <p>Week 6 Midterm Exam Period</p> | <p>Class 1 & 2: Midterm week:</p> <ul style="list-style-type: none"> • Presentations of midterm assignments • Class reflection • Plan for the second half of the term (topic presentation, final paper) <p><i>Deliverables:</i> Midterm assignment based on the interview) Annotation for final paper</p> |
| <p>Week 7 Midterm Exam Period</p> | <p>Class 1& 2 Inclusion and exclusion of “other” people</p> <ul style="list-style-type: none"> • Disability as a social stigma • Learning about major social psychological perspectives explaining prejudice <p><i>Required reading:</i> Gough, McFadden, McDonald, 2013, Chapter 5 Prejudice in practice</p> |
| <p>Week 8</p> | <p>Class 1: Guest Speaker: Olga Marlin</p> <p>Class 2: Ethnicity and Prejudice in the CR (2 sessions)</p> <ul style="list-style-type: none"> • Ethnic minorities in the CR – roots of prejudices • Gender and ethnicity <p><i>Required reading:</i> Doubek, Levínská & Bittnerová, 2015, pp. 131-152.</p> <p><i>Deliverables:</i> Reading questions for Doubek et al. Reading test 2</p> |
| <p>Week 9</p> | <p>Class 1 & 2</p> <ul style="list-style-type: none"> • Ethnicity and prejudice in the CR (2 sessions) • Focus on schools and school environment • Inclusion versus segregation in schools <p><i>Required reading:</i> Jarkovská et al., 2015, pp. 632-654.</p> <p><i>Deliverables:</i> Reading response 2</p> |
| <p>Week 10</p> | <p>Class 1: Topic presentation (group assignment) + follow-up discussion Class 2: Topic presentation (group assignment) + follow-up discussion</p> <p><i>Deliverables:</i></p> |



Topic presentation (specific date will be set for groups)
Annotated bibliography (specific date will be set for groups)

Week 11 Class 1: Topic presentation (group assignment) + follow-up discussion
 Class 2: Topic presentation (group assignment) + follow-up discussion

Deliverables:

Topic presentation (specific date will be set for groups)
Annotated bibliography (specific date will be set for groups)

Week 12 Class 1: Field trip to *Mezipatra*

Class 2: From collective action to prejudice reduction

- Different perspectives on social change

Required reading: Dixon, Durrheim, Stevenson & Cakal, 2016, pp. 481 – 499.

Week 13 Class 1: Presentation of final papers (Thursday)

Final Exam Week

Deliverables:

Short presentation (slides) – final paper thesis

Class 2: End-of-class discussion

Deliverables:

Final paper due on Thursday

Course Materials

Dixon, J., Durrheim, K., Stevenson, C., Cakal, H. (2016). From prejudice reduction to collective action: Two psychological models of social change (and how to reconcile them). In: Sibley, Chris G. and Barlow, Fiona Kate eds. *Cambridge Handbook of the Psychology of Prejudice*. Cambridge: Cambridge University Press, pp. 481–499.

Doubek, D., Levínská, L., Bittnerová, D. (2015). Roma as the Others. *Intercultural Education*, 26:2, pp. 131-152.

Ekman, J., Amnå, E. (2012). Political participation and civic engagement: Towards a new typology. *Human Affairs*, Volume 22, Number 3, pp. 283-300.

Gough, B., McFadden, M., McDonald, M. (2013). *Critical Social Psychology – an introduction*. Chapter 5 Prejudice in practice, pp. 126-155. Basingstoke: Palgrave Macmillan.

Hladíková, A., Hradecký, I. (2007). Homelessness in the Czech Republic. In *Journal of Social Issues*, 63/3, pp.607-622

Jarkovská, L., Lišková, K., Obrovská, J. (2015). We treat them all the same, but...Disappearing ethnic homogeneity in Czech classrooms and teachers' responses. *Race Ethnicity and Education*, pp. 1361-3324.

Kloos, B. et al. (2011). *Community Psychology: Linking Individuals and Communities*. Chapter 1: Introducing community psychology. Wadsworth, Belmont.

Mareš, Sirovátka (2006). Poverty, Social Exclusion and Social Policy in CR. In *Social Policy&Administration*, 40/3 pp. 288 – 303.

Matějka, O. (2005), The Sudetenland – A sociological laboratory (or) Sudeten inspiration on the question of social capital, In: *Antikomplex ads. Proměny sudetské krajiny*. Praha: Antikomplex, pp. 1 – 11.

Morjé Howard, M. (2002) The Weakness of Postcommunist Civil Society. *Journal of Democracy*.13/1, pp. 157 – 169.

Potůček, M. (2000). The Uneasy Birth of Czech Civil Society. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 11, No.2. pp. 107 - 121.

Putnam, R. D. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy* 6(1), pp. 65–78.

Stepping Stone into the World: Interview with Piotr Sztompka. *Baltic Worlds*, 1/1, pp. 38 – 41, 2008, online on balticworlds.com 2010.

Strnad, A., Marek, J. (2014). Homelessness in the Czech Republic. *Housing, Care and Support*. 17, pp. 121-130.

Szczepanikova, A. (2009). Beyond 'Helping': Gender and Relations of Power in Non-governmental Assistance to Refugees. *Journal of International Women's Studies*, 11/3, 19 – 33.

Šašková, Mertová (2012). Care for vulnerable and disadvantaged children in the Czech Republic. *European Journal of Social Work*, 15/5, pp.664 – 678.

Šiška, J, Beadle-Brown, J. (2011). Developments in Deinstitutionalization and Community Living in the Czech Republic. In *Journal of Policy and Practice in intellectual Disabilities*, 8/2, pp. 125 –

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