



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	Nationalism, Democracy and Conflict in Central Europe: The Czech Case
<b>Course Number:</b>	POLI 3015 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>	Spring 2020

### **Course Description**

The use of a nationalist vocabulary in the political debate in countries of Central Europe shows that the issue of nationalism and national identity is not something of the past. Instead, it is very present in the public discourse about society and politics. The dominant idea in these countries is that the ethnic or national group is the most determining factor for one's identity.

This course examines Czech nationalist concepts, a broader perspective of history, the diversity of concepts of national identity, and influences of personalities, movements, or ideologies. In the course we read and discuss texts which give valuable background information and disclose mentalities behind the developments. Essential questions to understand the Czech discourse on national identity and nationalism are:

- How was/is national identity defined in the Czech case?
- What is the relationship between Czechs to other ethnic groups living in Central Europe?
- What are the national myths, legends, and heroes?
- How violent was/is Czech nationalism?
- What was the effect of communism on national identity?
- What was the role of religion in this process?
- What is the relationship between the Czechs and the European Union?

### **Learning Objectives**

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

- Explain the processes and dynamics of nation building, ethnic identification, and ethnic cleansing, especially in the case of the Czechs;
- Analyze the history of Czech nationalism and its present forms;
- Analyze the different ways and backgrounds of how Czechs think about themselves and about others;
- Analyze the different factors in the self-perceptions of the Czechs;
- Analyze backgrounds of current discussions in Czech society about the political and social field;



### **Course Prerequisites**

None

### **Methods of Instruction**

The course combines lectures, PowerPoint presentations, class discussions, and cooperative and interactive in-class activities. Sessions of the course are divided in two parts: a presentation by one or more participants and an introduction of a topic connected to the theme. Participants are encouraged to use multimedia methods and approaches in their presentation.

This course also includes a one-day mandatory excursion to the region of Most, Northern Bohemia.

### **Assessment and Final Grade**

1. Participation in excursion	10 %
2. Presentation:	20 %
3. Midterm test:	15 %
4. Final test:	15 %
5. Final paper:	20 %
6. Class participation:	20 %

### **Course Requirements**

#### **1. Participation**

Participation includes active engagement in class sessions, field trips, class excursion and also responses to required readings. Participation is assessed four times throughout the semester.

#### **2. Presentation**

Every student is required to give a presentation about a topic to be chosen during the first class sessions. Presentations are graded according to (a) accuracy in summarizing the given material, (b) creativity in presenting, and (c) originality in assessment.

#### **3. Midterm**

The midterm test includes short answer question and an analytical question concerning interpreting a short text related to the course.

Midterm test: Week 6

#### **4. Final Paper**

At the end of the course students submit a paper of 1300 words about a topic to be selected after the midterm. Detailed instructions are provided in week 7.

Final Paper due: Week 12



## 5. Final Test

The Final Test includes short answer question and an analytical question concerning interpreting a short text related to the course.

Final Test: Week 13

## 6. Excursion to Northern Bohemia

The excursion to the region of Most in Northern Bohemia provides students with insights into local impacts of nationalism. Students write a reflection paper of 250-500 words. The excursion is a mandatory part of the course.

### **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

Week 1	<b>Where and How Do We Find Czech National Identity?</b> <ul style="list-style-type: none"><li>• Introduction to the subject, definitions and comparisons.</li><li>• Analysis of some of Alois Jirasek's "Old Czech Legends".</li><li>• <b>Field trip</b> to Vyšehrad Cemetery.</li></ul> Required reading: Bryant, 2005. Selected current texts about the nationalist mood in Central Europe
Week 2	<b>How Nationalism Changes Borders</b> <ul style="list-style-type: none"><li>• The theoretical framework of the debate on nationalism</li><li>• Nationalism changes the map</li></ul>

	<p>Presentation 1: Options: - Gellner, 1983. - Anderson, 1986.</p> <p>Required reading: Jaskulowski, 289-303. Paces, 1999, 407-428.</p>
Week 3	<p><b>Nationalism and Czech History</b></p> <ul style="list-style-type: none"> <li>• Inventing the history of the Czech nation</li> <li>• Three concept of Czech national identity: the Catholics, the Liberals and the Protestants.</li> <li>• The dream of Pan-Slavism</li> </ul> <p>Presentation 2: Pynsent, 1994, 44-100.</p> <p>Required reading: Pabian, 2004, 272-282. Leerssen, 2011, 257-271.</p> <p><b>One-day class excursion to North-Western Bohemia: <i>The Showcase of Czech Social and Environmental Destruction</i></b></p>
Week 4	<p><b>The Czech Founding Fathers</b></p> <ul style="list-style-type: none"> <li>• The moral concept of national identity of the founder of Czechoslovakia</li> <li>• T.G. Masaryk: Who was Masaryk? His inspiration from the “Father of the Czech Nation” Palacký.</li> </ul> <p>Presentation 3: The relation of Masaryk to America Required reading: Masaryk, 1978.</p>
Week 5	<p><b>Why Czechoslovakia Broke Up</b></p> <ul style="list-style-type: none"> <li>• The significance of Masaryk for Czech politics and society</li> <li>• The failure of Masaryk’s political philosophy</li> </ul> <p>Presentation 4: Heimann, 2009</p>

	<p>Required reading: Hilde, 1999, 647-665</p>
<p>Week 6 Midterm Exam Period</p>	<p><b>Czech Identity and Religion</b></p> <ul style="list-style-type: none"> <li>• The role of religion in national identity.</li> </ul> <p>Midterm Test</p> <p>Presentation 5: Pynsent, 2009, 148-210.</p> <p>Required reading: Nešpor, 2004, 277-296.</p>
<p>Week 7 Midterm Exam Period</p>	<p><b>Feminism and Nationalism</b> <b>The Ethnic Conflict between Czechs and Germans</b></p> <ul style="list-style-type: none"> <li>• The role of women in Czech nationalism</li> <li>• The roots and developments of the relations between Czechs and Germans.</li> </ul> <p>Presentation 6: Pynsent, 2009, 83-156.</p> <p>Required reading: Glasheim. Tharsen, 2005, 117-142.</p>
<p>Week 8</p>	<p><b>Ethnic Cleansing and Its Aftermath</b></p> <ul style="list-style-type: none"> <li>• Continuation of theme 'Czechs and Germans.'</li> </ul> <p>Presentation 7 Options: - Zayas,               - King, 2005, 83-156.</p> <p>Required reading: Abrams, 1995, 234-255.</p>
<p>Week 9</p>	<p><b>Communism and National Identity</b></p> <ul style="list-style-type: none"> <li>• The communist manipulation of national identity.</li> </ul> <p>Presentation 8: Abrams, 2004, ch. 1, 4, 6, 8.</p>



	<p>Required reading: Lach, 2010, 363–388.</p>
Week 10	<p><b>Václav Havel and Identity</b></p> <ul style="list-style-type: none"> <li>• Václav Havel, the Czech dissidents and Czech identity.</li> </ul> <p>Presentation 9: Pynsent, 1994, 1-42.</p> <p>Required reading: Kundera Havel</p>
Week 11	<p><b>The Relationship between the Czech Majority and Some Minorities</b></p> <ul style="list-style-type: none"> <li>• Ethnic and religious minorities.</li> </ul> <p>Presentation 10 Options: - Crowe, 1996.           - Krejčová, 344-363</p> <p>Required reading: Crowe, 2008, 522-552. Cashman, 2008, 595-618.</p>
Week 12	<p><b>Czechs and the European Union</b></p> <ul style="list-style-type: none"> <li>• The role of the Czech identity in the European Union.</li> </ul> <p>Presentation 11: The European Union and (Czech) National Identity.</p> <p>Final Paper due</p> <p>Required reading: Esparza, 2010, 413–436.</p>
Week 13 Final Exam Week	<p>Final Test End-of-course discussion</p>

### Course Materials

Abrams, Bradly F. "Morality, Wisdom and Revision: The Czech Opposition of the 1970s and the Expulsion of the Sudeten Germans," in: *East European Politics and Societies* 9(2), Spring 1995, pp. 234-255.



- Bryant, Chad. *"Czechness" Then and Now*. Prague: Multicultural Center Prague, 2005.
- Cabanel, Patrick. "Protestantism in the Czech historical narrative and Czech nationalism of the nineteenth century". *National Identities* 11(1), March 2009, 31-43.
- Cashman, Laura. "Developing an effective Romani integration strategy: Experiences of ethno-culturally neutral and specific policies in the Czech Republic". *Studies in Ethnicity and Nationalism* 8(3), 2008, 595-618.
- Crowe, David M. "The Roma in Post-Communist Eastern Europe: Questions of Ethnic Conflict and Ethnic Peace". *Nationalities Papers* 36(3), July 2008, 522-552.
- Esparza, Daniel. "National identity and the Other: Imagining the EU from the Czech Lands". *Nationalities Papers* 38(3), May 2010, 413-436.
- Glassheim, Eagle. "The expulsion of Germans from Czechoslovakia" (Text available on the Canvas course website)
- Havel, Václav. "The Czech Fate?" (Text available on the Canvas course website)
- Hilde, Paal Sigurd. "Slovak Nationalism and the Break-Up of Czechoslovakia". *Europe-Asia Studies* 51(4), June 1999, 647-665.
- Jaskulowski, Krzysztof. "Western (Civic) versus Eastern (Ethnic) Nationalism. The Origins and Critique of the Dichotomy". *Polish Sociological Review*, 3 (171), 10, 289-303.
- King, Jeremy. *"Budweisers into Czechs and Germans: A Local History of Bohemian Politics, 1848-1948"*. Princeton 2005.
- Kundera, Milan. "The Czech Fate." (Text available on the Canvas course website)
- Lach e.a., Jiří. "The Party Isn't Over: An Analysis of the Communist Party in the Czech Republic". *Journal of Communist Studies and Transition Politics* 26(3), September 2010, 63-388.
- Leerssen, Joep. "Viral nationalism: romantic intellectuals on the move in nineteenth-century Europe". *Nations and Nationalism* 17 (2), 2011, 257-271.
- Masaryk, Tomáš Garrigue. "The Lectures of Professor T. G. Masaryk at the University of Chicago, Summer 1902. Transl. Draga Shillinglaw. Lewisburg: Bucknell University Press, 1978.



Nešpor, Zdeněk R. "Religious Processes in Contemporary Czech Society". *Czech Sociological Review* 40(3), 2004, p. 277-296.

Paces, Cynthia J. "'The Czech Nation must be Catholic!' An alternative version of Czech nationalism during the First Republic". *Nationalities Papers* 27(3), 1999, 407-428.

Paces, Cynthia J. "Rotating Spheres: gendered commemorative practice at the 1903 Jan Hus Memorial Festival in Prague". *Nationalities Papers* 28(3), 2000, 523-539.

Pynsent, Robert B. "Questions of Identity: Czech and Slovak Ideas of Nationality and Personality." New York: Central European University Press, 1994, 44-100.

Tharsen, Laura. "Ethnic Nationalism in Germany." *Philosophia Africana* 8(2), August 2005, 117-142.