CIEE Prague, Czech Republic

Course title: History of the Czech Lands in the Central European Context

Course code: CEAS 2001 PRAG

Programs offering course: Central European Studies, Communication, New Media, and Journalism

Language of instruction: English

U.S. semester credits: 3

Contact hours: 45

Term: Fall 2020

Course Description

Knowledge of a host country’s broader historical context is essential for gaining an understanding that country’s modern-day society, its politics, economy, and interpreting attitudes and behavior of its inhabitants. This course provides an overview of the milestones of the history of the Czech Lands going back to primeval times, exploring the highlights of Czech history, such as the empire under Charles IV, religious wars in the Middle Ages, the impact of world wars and the struggle of the Czech people under the communist regime, in the broader cultural context of Europe. It will examine the different ethnicities that populated the territory, including Celtic, Germanic, and Slavic tribes, Czechs, Germans, Jews and Slovaks and the general features of their political, social, and cultural life, and their impact on historical developments as well as modern-day Czech Republic.

Learning Objectives

By completing this course, students will:

• demonstrate an overall understanding of historical, social, religious, geographical, and cultural development of the Czech Lands;

• describe and explain the impact of major historical events and milestones which occurred on the territory of the Czech Lands;

• reflect on and interpret their potential effects on contemporary Czech society;
describe and critically discuss the geopolitical, economic, and cultural development of the Czech Lands within the broader Central European context throughout history.

Course Prerequisites

None

Methods of Instruction

Lectures with PowerPoint presentations, discussions, guest lectures, field trips, film screenings and an overnight excursion.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Assessment and Final Grade

1. Tests 15%
2. Final Exam 20%
3. Student Presentation 15%
4. Final Essay 20%
5. Course Excursion Assignment 10%
6. Class Participation 20%
   TOTAL 100%

Course Requirements

Tests

Students will take three in-class tests consisting of approximately 10 short questions on basic dates, events, and persons, and 1 essay question covering the curriculum and readings of the particular part of the semester. These tests will be distributed during weeks 3, 6 and 9 and each will be worth 5% of the final grade.

Final Exam
The final in-class exam will consist of approximately 20 short questions on basic dates, events, and persons, and 2 essay questions, covering the curriculum and readings of the particular part of the semester.

Student Presentation

Final Essay

Students will choose a topic of interest and explore it throughout the course. They will present their findings during a 10–15-minute class presentation and submit an essay of a minimum of 2,500 words. The proposed topic and a one paragraph synopsis should be submitted to the professor in advance. Alternatively, students may choose to write a 2,500-word report on a visit to a historical exhibition or monument instead. In both cases at least three published sources must be cited.

Course Excursion Assignment

Students are required to participate in an overnight excursion. In addition to the organized events (visits to museums, castles, etc.), students will be asked to submit their own report on the sites visited, including photographs taken during the trip and collecting information on site. The reports will be submitted via Canvas.

Class Participation

Students are expected to actively participate in discussions and in-class short quizzes as well as presentations. Students are required to read the assigned texts for each class and take notes, which they should bring to class. Class participation is assessed four times during the semester, at the end of week 4, 7, 10 and 13.

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:
180-minute semester classes:

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 1.1 Introduction: Czech or Bohemian History?

Introduction: Course Requirements; Sources; Geographical Context; Basic Terms; Czech Historical Metanarratives and Stereotypes

Class 1.2 Introduction: Czech or Bohemian History?

Medieval Church and the Holy Roman Empire; Arrival of the Slavs; Great Moravia; Mythical Origins of Bohemia – Forefather Čech, Foundation of Prague and Duke Přemysl
Reading:

Teich (1998), 23–38 (Course Reader).

Agnew (2004), 9–12.

Primary sources:


Week 2
Class 2.1 Rise and Fall of the Premyslid Dynasty (10th–13th century).

Bohemian Patron Saint – St. Václav (Wenceslaus); Christianization; Bishoprics and Monasteries; Bohemian Game of Thrones; Natives and Foreigners; From Dukes to Kings

Reading:

Agnew (2004), 12–18.

Teich (1998), 39–49 (Course Reader).

Primary sources:


Class 2.2 Premyslid Kings of the 13th century and their Ambitions

Knightly Culture; Silver Mines; Urbanization; Colonization

Reading:

Teich (1998), 49–58 (Course Reader).


Week 3
Class 3.1 The Luxembourg Dynasty and the Hussite Revolution (14th
century–1436).

Golden Era under Charles IV: Strengthening the position of the Kingdom of Bohemia in the Holy Roman Empire; Blossoming of arts.

Reading:
Teich (1998), 59–78 (Course Reader).

Primary sources:

Test 1: topics up to the Luxembourg Dynasty (inclusive)

Class 3.2 Jan Hus

The Hussite Movement/Revolution/Wars (1415-1436) - Reasons, Courses, Results

Reading:
Teich (1998), 79–97 (Course Reader).
Šmahel (1990), s. 190–193 (Course Reader).

Primary sources:
Workman (1904), 262–265, 275–280.

Week 4
Class 4.1 Monarchy of the Estates and First Habsburgs on the Throne of Bohemia.

Topic 1: Isolated Position of the "Heretic" Kingdom; George of Poděbrady; Jagellonian Dynasty; Dominance of the Estates

Reading:
Teich (1998), 98–116 (Course Reader).


Primary sources:


Class 4.2  Reformation and Renaissance

Printing Culture, Rudolfine Intellectual and Cultural Center in Prague

Reading:

Teich (1998), 117–142 (Course Reader).


Primary sources:

Bažant J., Bažantová N., Starn F. (2010), 219–222

Week 5

Class 5.1  Bohemian Revolt, Thirty Years' War and the Baroque Era

Crisis of the Monarchy; Uprising of the Bohemian Estates and the Renewed Land Ordinance (1618–1627)

Reading:

Teich (1998), 143–163 (Course Reader).

Primary sources:

Comenius,
http://babel.mml.ox.ac.uk/naughton/labyrint/labyrinth_frame.html

Class 5.2  The Thirty Years' War and its Consequences
Re-Catholicization and Centralization of the Habsburg Monarchy (1627–1740)

Reading:

Agnew (2004), 68–75.

Primary sources:


Week 6

Class 6.1 Test 2 and Field Trip to Prague Castle

Midterm Exam Period

Consolidation of covered course material.

Class 6.2 Field Trip 1

Field Trip to Prague Castle

Week 7

Class 7.1 The Enlightenment and Czech National Revival.

Midterm Exam Period

1740–1790: Reforms of the Enlightenment and War of the Austrian Succession

Reading:


Class 7.2 Napoleonic Wars

Bach's Absolutism and National Revival (1790–1848)
Reading:

Teich (1998), 182–197 (Course Reader).

Okey (2001), 99–119 (Course Reader).

Week 8

Class 8.1 Revolutions of 1848; First Constitutions


Revolutionary Year 1848 in Europe and its Consequences in the Lands of Bohemian Crown (1848–1860s).

Primary sources:


Beardmore (1947/1948), 303–308.

Class 8.2 Struggle for Emancipation

Constitutional Monarchy, First Political Parties and later Political Diversification (1860s–1914).

Reading:

Okey (2001), 283–309 (Course Reader).

Teich (1998), 198–214 (Course Reader).

Week 9

Class 9.1 Foundation and Building of the Czechoslovak Republic and its Problems(1918–1938)
End of the Belle Époque; World War I; Struggle for National Independence, Czech Hinterland; the Role of Czech-Americans in the struggle for independence

Reading:

Krejčí (1990), 137–155.

Test 3: period of 1740–1918

Week 10
Class 10.1 Fall of the 1st Czechoslovak Republic,

Slovak State, Nazi Occupation and the Struggle for Freedom; Post-War Development; The Cold War and Triumph of Communism in Czechoslovakia

1938–1945: Munich Agreement; The Second Republic; Protectorate and Resistance; Holocaust and Reinhard Heydrich; Slovak National Uprising and Liberation

Reading:

Murray (1988), 143–148 (Course Reader).

Primary sources:


Class 10.2 Fall of the 1st Czechoslovak Republic

1945–1953: Expulsion of Germans; The Third Republic between London and Moscow; Communist coup d’etat and Stalinist terror; Restructuring of the society

Reading:

Krejčí (1990), 156-171.
At the European Crossroads (2005), 19–23.


Bouška, Pinerová (2009), 9–29.

Primary sources:


Week 11

Class 11.1 The Golden Sixties, Prague Spring and Soviet Occupation

1953–1968: "Wasted Opportunity" of 1956; Collapse of the Five-year Plan; New Wave during 1960s; Prague Spring

Reading:

Teich (1998), 313–317 (Course Reader).

Primary sources:


Class 11.2 The Golden Sixties, Prague Spring and Soviet Occupation


Reading:


Bren (2010), 85–111.

Primary sources:


Class 11.3 Field Trip 2

Security Services Archive


Week 12

Class 12.1 "Real" Socialism; the Velvet Revolution and the "Velvet Divorce"; End of History?

Shadow Economy, Perestroika, Petition Movement and the Velvet Revolution

Reading:

Teich (1998), 319–323 (Course Reader).


Primary sources:


Class 12.2 "Real" Socialism; the Velvet Revolution and the "Velvet Divorce"; End of History?

New Political Parties; The Dissolution of Czechoslovakia, Economic Transformation and "Wild Privatization"

Reading:

Teich (1998), 364–379 (Course Reader).

Contributions to Contemporary History (2015), 9–23.


Blaive (2009).

Week 13

Class  13.1 Final Exam Week

Review (1648-1993)

Class  13.2 Final Exam Week

Final Exam

Course Materials

Readings

Primary Sources:

- Letts M. (Ed.), The Travels of Leo of Rozmítal through Germany, Flanders, England, France, Spain, Portugal and Italy 1465-1467, NY 2016 (Reprint).

Secondary Sources:
• Bouška, T. - Pinerová K. (Eds.), Czechoslovak Political Prisoners. Life Stories of 5 Male and 5 Female Victims of Stalinism, Praha 2009.
• Murray W., Munich at Fifty, Commentary 1988, s. 25-30, https://www.commentarymagazine.com/articles/munich-at-fifty/
• Šmahel F., Jan Hus - Heretic or Patriot?, History Today, August 1990, pp. 27-33 (Course Reader).
• Teich M. (Ed.), Bohemia in History, Cambridge University Press 1998 (Course Reader).

Textbooks:

Recommended Readings

• Faber D., Munich: The 1938 Appeasement Crisis, London 2008.
• Fajt J., Charles IV: Emperor by the Grace of God, Prague 2006.
• Polišenský J. V., Tragic Triangle. The Netherlands, Spain and Bohemia 1617-1621, Prague 1991.
• Ripellino A. M., Magic Prague, UCP 1993.
• Štemberková M., Universitas Carolina Pragensis, Prague 1996.
• Yurchak A., Everything was Forever until it was no more: The last Soviet generation, Princeton 2005.