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: 3.00
Contact hours: 45.00
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 examines 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.

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
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.

Attendance

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home school, based on the following:
The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.**

<table>
<thead>
<tr>
<th>% of course hours missed</th>
<th>Number of CIEE classes</th>
<th>Minimum penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>One to Three 90-min. classes; or One 180-min. class</td>
<td>No penalty</td>
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<tr>
<td>10% - 20%</td>
<td>Four 90-min. classes</td>
<td>Written notification* to the student, followed by a warning letter to the student and home school; 3% reduction in the final grade</td>
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<tr>
<td></td>
<td>Five 90-min. classes</td>
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<td>Two 180-min classes</td>
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<tr>
<td>More than 20%</td>
<td>Six 90-min. classes; or Three 180-min. classes</td>
<td>Automatic course failure, and possible expulsion with notification to the home school</td>
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</table>

* The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.**

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor’s note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable)
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

**Please note:** Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor’s note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

**Other attendance-related policies**

If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.

If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrollment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

*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.*

**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/labyrinth/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

**Making of Modern Civic Society in the Lands of Bohemian Crown (1848–1914).**

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

**Secondary Sources:**
- Murray W., Munich at Fifty, Commentary 1988, s. 25-30,

Šmahel F., Jan Hus - Heretic or Patriot?, History Today, August 1990, pp. 27-33 (Course Reader).


Textbooks:


Recommended Readings:

Ripellino A. M., Magic Prague, UCP 1993.
Yurchak A., Everything was Forever until it was no more: The last Soviet generation, Princeton 2005.