



## *Ethnic Minorities & Diversity in the Czech Republic*

### SECTION I: Course Overview

**Course Code:** POL110PRG  
**Subject Area(s):** Political Science  
**Prerequisites:** None  
**Language of Instruction:** English  
**Total Contact Hours:** 45  
**Recommended Credits:** 3

### **COURSE DESCRIPTION**

One of the most explosive issues in 20<sup>th</sup> century Central European history was the ethno-national question and the subsequent fate of ethnic minorities in the region. The struggle for nationhood leading to WWI, the rise of National Socialism, the atrocities of Holocaust, the disintegration of the Soviet Union, Yugoslavia, and Czechoslovakia have significantly shaped not only the course of Central European history, but also the ethnic make-up and majority-minority ethnic relations in the region.

This course explores ethnic minorities and ethnic diversity in the Czech Republic. While the present-day Czech Republic may appear relatively ethnically homogenous, this course traces the path toward the present situation and explores how the country has struggled with the multi-ethnic composition of its population. The course provides critical perspectives on various approaches to management of majority-minority relations and ethnic tensions from Austro-Hungarian Empire to Czech Republic's recent integration into the international community and the European Union. The course covers all major ethnic groups in the Czech Republic and situates them within the broader context of relevant ethnic histories, issues, political approaches, and societal attitudes. The course also addresses recent developments impacting the fate and treatment of ethnic minorities in the Czech Republic, including the external demand to meet established minority protection standards, the consequences of recent immigration, political radicalization, and growth of xenophobia and anti-Semitism.

### **LEARNING OBJECTIVES**

Upon successful completion of this course, students will be able to:

- Identify major ethnic minorities in Czech Republic
- Recognize various approaches to management of ethnic tensions throughout Czech history
- Describe the circumstance of respective ethnic minorities in the Czech Republic within relevant historical, political, and societal context

- Explain how events of the last four decades have shaped ethnic diversity and majority-minority relations in contemporary Czech Republic

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Penalty</b>	<b>No Penalty</b>	<b>0.5 Grade Docked</b>	<b>1 Grade Docked</b>	<b>Automatic Failure</b>
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
<b>Grade</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>F</b>

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Field Study Reports (2)</b>	<b>20%</b>
<b>Essay &amp; Presentation</b>	<b>20%</b>
<b>Midterm Exam</b>	<b>25%</b>
<b>Final Exam</b>	<b>25%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade

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You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Field Study Reports (20%)** You are required to submit written reports on two field studies chosen from those offered in this course. You are encouraged to capture your impressions and direct observations that may arise during and after these field studies, and record their relevance to themes and topics presented in course readings and class discussions. You will be assessed on the level of active engagement with the exhibit/site and with the presented material, your ability to think critically and draw connections between the course material, site information, and your ability to understand the significance of the site.

**Essay & Presentation (20%)** You will write one essay during the semester on which you are to deliver a 15-minute presentation (each component is worth 10%). Drawing on the course materials, readings, and in-class discussions, the essay should investigate major issues facing a particular ethnic minority group in the Czech Republic. The essay should explore relevant historical events impacting the fate of the chosen ethnic minority in the Czech Republic. The essay should also situate the life and circumstances of a selected ethnic minority within key historical, political, and/or socio-cultural events and within the broader context of majority-minority relations. Essay prompt and further instructions will be distributed a few weeks before the essay is due. Your essay will be specifically assessed on the strength of your thesis, essay organization, use and relevance of supporting evidence, comprehension of and critical engagement with the readings, ability to stay on topic, clarity of writing, and proper references and citations.

You will also deliver an oral presentation to the class, summarizing the main findings of your essay. You are encouraged to prepare a power point presentation. Emphasis will be placed on a structured and convincing delivery, organization and visual appeal of the presentation, strength of the argument and quality of supporting material. Further instructions on the presentation and rubric will be provided in class.

**Midterm and Final Exam (25% each):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The exams will cover concepts covered in course readings, in-class discussions, and field visits and will have multiple choice questions, short-answer questions, and an essay-response question.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment. The following experiential learning activities are recommended for this course:

- Lidice & Terezin Memorial
- Jewish Quarter
- Romani Cultural Center
- Foreigner Integration Center
- Sapa Market

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Bancroft, A. “Gypsies to the Camps!: Exclusion and Marginalisation of Roma in the Czech Republic” in *Sociological Research Online*, Vol. 4, Issue 3, 1999, pp. 206-219.

Bosak, E. “Slovaks and Czechs: An Uneasy Coexistence” in Skilling, G. (ed.) *Czechoslovakia 1918-1988*, London: Palgrave Macmillan, 1991, pp. 65-81.

Cordell, K., Wolff, S. “Ethnic Germans in Poland and the Czech Republic: a comparative evaluation” in *The Journal of Nationalism and Ethnicity*, Vol. 33, Issue 2, 2005, pp. 255-276.

Hlousek, V. “The Czech Republic: minority rights since the days of the Habsburg Empire” in Cheneval, F., Ferrin, M. (eds). *Citizenship in Segmented Societies: Lessons for the EU*, Northampton: Edward Elgar Publishing, 2018, pp. 93-117.

Glasheim, E. “National Mythologies and Ethnic Cleansing: The Expulsion of Czechoslovak Germans in 1945” in *Central European History*, 2000, Vol. 33, Issue 4, pp. 463-486.

Havlova, R. “The ‘Velvet Divorce’ of Czechoslovakia as a Solution to Conflict of Nationalism” in Guelke, A. (ed.), *Democracy and Ethnic Conflict*, London: Palgrave Macmillan, 2004, pp. 103-117.

Klvanova, R. “The Russians are back: symbolic boundaries and cultural trauma in immigration from the former Soviet Union to the Czech Republic” in *Ethnicities*, Vol. 19, Issue, 1 2018, pp. 136-155.

Leontiyeva, Y. “Ukrainians in the Czech Republic: On the Pathway from Temporary Foreign Workers to One of the Largest Minority Groups” in Fedyuk, O., Kindler, M., *Ukrainian Migration to the European Union: Lesson from Migration Studies*, SpringerOpen, 2016, pp. 133-150.

Schmidt-Hartmann, E. “The Enlightenment that failed: Antisemitism in Czech political culture” in *Patterns of Prejudice*, Vol. 27, 2010, pp. 119-128.

Strapackova, M., Housek, V. "Anti-Islamism without Moslems: Cognitive Frames of Czech Anti-Immigrant Politics" in *Journal of Nationalism, Memory & Language Politics*, 2018, Vol. 12, Issue 1, pp. 1-30.

O'Higgins, N., Bruegemann, C. "The Consequences of Cumulative Discrimination: How Special Schooling Influences Employment and Wages of Roma in the Czech Republic" in *European Educational Research Journal*, Vol. 13, Issue 3, 2014, pp. 282-294.

Ram, M. "Democratization through European integration: The case of minority rights in the Czech Republic and Romania" in *Studies in Comparative International Development*, Vol. 38, 2003, pp. 28-56.

Roter, P. "Ethnic Diversity Management in Central Europe" in Sabic, Z., Drulak, P. (eds.), *Regional and International Relations of Central Europe*, London: Palgrave MacMillan, 2012. pp. 181-200.

Stojarova, V. "Populist, Radical, and Extremist Political Parties in Visegrad Countries vis-a-vis the migration crisis. In the name of the people and the nation in Central Europe" in *Open Political Science*, Vol. 1, Issue 1, 2018, pp. 32-45.

Svobodova, A., Janska, E. "Identity Development Among Youth of Vietnamese Descent in the Czech Republic" in Seeberg, M., Gozdzia, E. (eds.), *Contested Childhoods: Growing Up in Migrancy: Migration, Governance, Identities*, SpringerOpen, 2016, pp. 121-136.

Tkaczyk, M. "Between Politicization and Securitization: Coverage of the European Migration Crisis in Czech Online News Media" in *Communication Today*, Issue 2, 2017, pp. 90-111.

Uherek, Z. "Ethnic (national) diversity in the Czech Republic: Invariables and New Developments. In Uherek, Z. et.al. *Migration, Diversity, and their Management*, Prague Occasional Papers in Ethnology, Vol. 8, Prague: Academy of Sciences of the Czech Republic, 2011, pp. 63-86.

Valley, E. "A History of the Jews in Prague" in Valley, E., *The Great Jewish Cities of Central and Eastern Europe*, Northvale: Jason Aronson, 2005, pp. 1-55.

Vasiljev, I., Nekvapil, J. "Markets, know-how, flexibility and language management: The case of the Vietnamese migrant community in the Czech Republic" in Studer, P., Werlen, I. (eds.) *Linguistic Diversity in Europe: Current Trends and Discourses*, Boston: DeGruyter Mouton, 2012, pp. 311-339.

Wolff, S. "Ethnic Minorities in Europe: The Basic Facts", Center for International Crisis Management and Conflict Resolution, University of Nottingham, available online, 6 pp.

## RECOMMENDED READINGS

Brosig, B., Agarin, T. (eds). *Minority Integration in Central & Eastern Europe: Between Ethnic Diversity and Equality*, Rodopi: New York, 2009, 375 pp.

Gerrits, W.M, Wolffram, D.J. *Political Democracy and Ethnic Diversity in Modern European History*, Stanford: Stanford University Press, 2005, 194 pp.

Kymlicka, W. "Nation building and Minority Rights: Comparing West and East" in *Journal of Ethnic and Minority Studies*, Vol. 26, Issue 2, 2000, pp. 183-212.

Pelinka, A., Ronen, D. *The Challenge of Ethnic Conflict, Democracy and Self-Determination in Central Europe*. London: Routledge, 2013, 192 pp.

Smith, D., Hidden, J. *Ethnic Diversity and the Nation State*. London: Routledge, 2012, 184 pp.

Vermeersch, P. *The Romani Movement: Minority Politics and Ethnic Mobilization in Contemporary Central Europe*. Oxford: Berghahn Books, 2006, 261 pp.

Wolczuk K, Yemelianova, G. "When the West meets the East: Exploring Ethnic Diversity in Eastern Europe" in *Nationalities Papers*, 2008, Vol. 36, No. 2, pp. 177-195.

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

The following journals may also be helpful when researching topics of ethnicity, minorities, and diversity:

*Cultural Diversity and Ethnic Minority Psychology*  
*Ethnicities*  
*Ethnic and Racial Studies*  
*Identities: Global Studies in Culture & Power*  
*International Journal on Minority and Group Rights*  
*Journal of Ethnic and Cultural Studies*  
*Journal of Ethnic and Migration Studies*  
*Journal of Refugee Studies*

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**COURSE CALENDAR**  
*Ethnic Minorities and Diversity in the Czech Republic*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;"><b>Course Introduction:</b>            Review Syllabus, Classroom Policies            Introduction: Ethnic Minorities in Central Europe</p>	<p style="text-align: center;">Course Overview            Lecture &amp; Discussion</p>	<p><b>Reading:</b>            Review Syllabus            Roter, P., pp. 181-200            Wolff, 6 pp.</p>
2	<p style="text-align: center;">Historical Perspectives: Ethnic “De-Complexification” in the Czech Republic</p>	<p style="text-align: center;">Lecture &amp; Discussion</p>	<p><b>Reading:</b>            Hlousek, pp. 93-117</p>
3	<p style="text-align: center;">Articulation of Ethnic Diversity in the Czech Republic</p>	<p style="text-align: center;">Lecture &amp; Discussion</p>	<p><b>Reading:</b>            Uherek, pp. 63-86</p>
4	<p style="text-align: center;">The Jews</p>	<p style="text-align: center;">Lecture &amp; Discussion</p>	<p><b>Reading:</b>            Valley, pp. 1-55</p>
5	<p style="text-align: center;">The Germans</p>	<p style="text-align: center;">Lecture &amp; Discussion  <i>Field Study: Prague Jewish Quarter</i></p>	<p><b>Reading:</b>            Cordell &amp; Wolff, pp. 255-276            Glasheim, pp. 463-486</p>
6	<p style="text-align: center;">The Roma</p>	<p style="text-align: center;">Lecture &amp; Discussion  <i>Field Study: Romani Cultural Center</i></p>	<p><b>Reading:</b>            Bancroft, pp. 206-219            O’Higgins &amp; Bruegemann, pp. 282-294</p>
7	<p style="text-align: center;">Terezin &amp; Lidice Memorial</p>	<p style="text-align: center;"><i>Field Study: Terezin &amp; Lidice Memorial</i></p>	<p><b>*Prepare for Midterm Exam</b></p>

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8	<b>MIDTERM EXAM</b>		
9	The Slovaks	Lecture & Discussion	<b>Reading:</b> Bosak, pp. 65-81 Havlova, pp. 103-117
10	Vietnamese	Lecture & Discussion <i>Field Study: Sapa Market</i>	<b>Reading:</b> Vasiljev & Nekvapil, pp. 311-339 Svobodova & Janska, pp. 121-136
11	Slavs & FSU Migrants	Lecture & Discussion	<b>Reading:</b> Klvanova, pp. 136-155 Leontiyeva, pp. 133-150
12	EU: A Gamechanger?	Lecture & Discussion	<b>Reading:</b> Ram, pp. 28-56
13	Radicalization & Extremism	Lecture & Discussion	<b>Reading:</b> Stojarova, pp. 32-45 Tkaczyk, pp. 90-111
14	Anti-Islamism & Anti-Semitism Today	Lecture & Discussion <i>Field Study: Foreigner Integration Center</i>	<b>Prepare for Final Exam</b> Schmidt-Hartmann, pp. 119-128 Strapackova & Hlousek, pp. 1-30 <b>*Group research paper &amp; presentation due</b>
15	<b>FINAL EXAM</b>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)