Class code
(POL-UA 9994-004)

Instructor Details
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Consultations: before/after the classes in the NYU

Class Details
How to build a state. (Czechoslovak lessons from transition to democracy)

Tue / Thu 1:30 PM – 2:50 PM
Location to be confirmed.

Prerequisites
No previous knowledge of local history required.

Class Description
This course focuses on transferable lessons taken from local transition to democracy and their applicability in other regions of the world (post Soviet space, Middle East)
Lecture, discussions with guests and/or field trips.

Desired Outcomes
On completion of the course, students should be able to:
1. Understand key issues in the process of transition to democracy
2. Critically analyze applicability of lessons taken from the CEE post-1989 history
3. Communicate their findings in writing, using supporting evidence properly referenced

Assessment Components
20 % class participation / activity. Students should prepare TWO short oral presentations (10 min.) on a case study of their choice during this semester. Written notes to be delivered at the end of the class.

15 % short knowledge test to be written at Session 8. The test will focus on key terms.

25 % Mid Term Essay (min. 1000 words + adequate sourcing) – comparative study of two countries.
Topics settled at Session 9. The papers should be submitted at Session 15.

15 % short review of a film / a book. Topics settled at Session 21. The papers should be submitted at Session 27.
25% Final – written in class at Session 30. It consists of 3-5 questions covering key issues of the course.

Students should write short “essays” on each of them (min 200 words each)

Failure to submit or fulfill any required course component results in failure of the class.

**Assessment Expectations**

**Grade A:** Excellent work with some original thought and research

**Grade B:** Good work, demonstrating high competence and an ability to present an argument coherently

**Grade C:** Passable work but with significant mistakes and limited research

**Grade D:** Poor work

**Grade F:** Unacceptable work

**Grade conversion**

A=94-100

A-=90-93

B+=87-89

B=84-86

B-=80-83

C+=77-79

C=74-76

C-=70-73

D+=67-69

D=65-66

F=below 65

**Grading Policy**

NYU Prague aims to have grading standards and results similar to those that prevail at Washington Square. At the College of Arts and Sciences, roughly 39% of all final grades are in the B+ to B- range, and 50% in the A/A- range.

We have therefore adopted the following grading guideline: in any non-Stern course, class teachers should try to ensure that no more than 50% of the class receives an A or A-.

A guideline is not a curve. A guideline is just that—it gives an ideal benchmark for the distribution of grades towards which we work.
Attendance Policy

Each unexcused absences will result in your final grade being reduced by 3%. Absences only for medical reasons will be excused. To obtain an excused absence, you are obliged to supply either a doctor’s note or corroboration of your illness by a member of the housing staff (either an RA or a Building Manager). Absences due to travel will not be excused.

Late Submission of Work

Written work must be submitted during the class time to the professor (or e-mailed to him). Works submitted within 5 workdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale. Written works submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Plagiarism Policy

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else’s work as though it were one’s own. More specifically plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer’s work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The College of Arts and Science’s Academic Handbook defines plagiarism similarly and also specifies the following:

“Presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else’s idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)
Session 1

Tuesday, February 12

OVERVIEW OF THE COURSE. HOW TO MAKE A REVOLUTION

Recommended reading (after the class):
J. F. Brown: Surge to Freedom, pg. 1-5
www.economist.com: The Chemistry of Revolution (the “Bagehot’s Notebook” blog, June 19, 2009)
F. Fukuyama: After the Neocons, pg. 53-61, pg. 127-131

Session 2

Thursday, February 14

THE AUTUMN OF NATION 1989 vs. THE ARAB SPRING 2011

Required reading:
T. G. Ash: History of Present, pg. 3-9, pg. 21-39
The Economist: Democracy’s Hard Spring (Mar 10, 2011)

Recommended reading (after the class):
Newsweek, N. Ferguson: Un-American Revolutions (Feb 27, 2011)
The American Conservative, D. Larison: Ferguson’s Fantasy (Feb 28, 2011)
Foreign Affairs, L. Anderson: Demystifying the Arab Spring, (May/June 2011)

Session 3

Tuesday, February 19

DEALING WITH THE PAST – PART I. LUSTERATION.

Setting topics for case studies of various dealing with the past

Required reading:

Recommended reading (after the class):

Session 4

Thursday, February 21

A field trip to the Institute for the Study of Totalitarian Regimes

Session 5

Friday, February 22
(Make up for Tuesday classes)

DEALING WITH THE PAST – PART II. DO NOT LOOK BACK IN ANGER.

Presentation of your own research on a case study

Recommended reading:
South African History Online: Truth and Reconciliation Commission
CERC working paper 2009. M. Killingsworth: Lustration in Poland

Session 6

Tuesday, February 26

ECONOMIC TRANSFORMATION – PART ONE. VOUCHER PRIVATIZATION.

Setting topics for case studies of various privatization

Required reading:

Session 7

ECONOMIC TRANSFORMATION – PART TWO. GOD BLESS
Thursday, February 28

FOREIGNERS

Presentation of your own research on a case study

Recommended reading:
Fortune, Ch. Wallace: The Pirates of Prague (Dec 23, 1996)

Session 8

ELECTED AND NON-ELECTED INSTITUTIONS.

Tuesday, March 5

Knowledge test

Recommended Reading:

Session 9

CONSTITUTIONS. CONSTITUTIONAL COURTS. CZECH/SLOVAK CASE

Thursday, March 7

Setting topics for case studies of other constitutions
Setting topics for MidTerm essays

Required reading:
Preambles and selected articles of the Czech and Slovak constitutions

Session 10

CONSTITUTIONS. CONSTITUTIONAL COURTS. ARAB SPRING

Friday, March 8

Presentation of your own research on a case study

(Make up for Thursday classes)

Recommended reading:
BBC, Q&A: Egypt's New Constitutional Declaration
The old Constitution of Egypt (excerpts)

Session 11

DOES RELIGIOSITY ALSO MATTER?

Tuesday, March 12

Required reading:
M. Weber: The Protestant Ethic and the Spirit of Capitalism (chapter 1)

Session 12

A debate / a field trip

Thursday, March 14

FREEING MEDIA. PRIVATE TVs. REGULATION OF INTERNET

Tuesday, March 19

Recommended reading (after the class):
www.psmag.com, P. Howard: Arab Springs Cascading Effect (Feb 23, 2011)

Session 14

HOW TO SPLIT CZECHOSLOVAKIA IN 1992

Thursday, March 21

Setting topics for case studies of other splits

Recommended reading:
M. Kraus – A. Stanger: Irreconcilable Differences? (pg. 299-307)

Session 15

HOW TO SPLIT A STATE
Tuesday, March 26
Presentation of your own research on a case study
Submitting MidTerm essays

Required reading:
Los Angeles Times, S. Avineri: Israel Could Live with a Fractured, Failed Iraq (Dec 4, 2005)

Session 16
...AND NOW THE DELICATE ISSUES. PART ONE: CORRUPTION + BUILDING INSTITUTIONS

Thursday, March 28
Recommended reading:
B. Sergi, W. Bagatelas (eds.): Ethical Implications of Post-Communist Transition Economics and Politics in Europe (pg. 348-353)

Spring Break
April 1-5

Session 17
...AND NOW THE DELICATE ISSUES. PART TWO: PENSIONS + HEALTH CARE

Tuesday, April 9
Recommended reading:
J. Musil, Z. Suda (eds.): The European Left After 1989. West and East (pg. 81-89)

Session 18
...AND NOW THE DELICATE ISSUES. PART THREE: ENVIRONMENT + THE QUALITY OF LIFE.
Setting topics for case studies of corruption or pensions reforms or health care reforms or environment
Recommended reading:
V. Třebický: Environmental Protection Before and After 1989 (Period (in: Transformation. Czech Experience, pg. 165-170)

Session 19
A discussion with a guest

Tuesday, April 16
Presentation of your own research on a case study

Session 20
FINDING A PLACE IN THE WORLD. PART ONE: WAR, PEACE, DIPLOMACY

Thursday, April 18
Required reading:
D. Hamilton: The New Frontiers of Europe (pg. 143-156)

Session 21
FINDING A PLACE IN THE WORLD. PART TWO: EUROPEAN UNION

Tuesday, April 23
Setting topics for a review of a film / a book
Required reading:
A. Debeljak: Hidden Handshake (pg. 93-110 – chapter “Europe without Europeans”)
Thursday, April 25

Session 23

THE CASE STUDY 1: POLAND

Required reading:
J. Goldfarb: After the Fall. The Pursuit of Democracy in Central Europe (pg. 86-96, chapter “Walesa: Washington, or Pilsudski”)

Recommended reading:
J. F. Brown: Surge to Freedom, pg. 70-98
T. G. Ash: History of Present (pg. 363-377, chapter “Helena’s Kitchen”)

Session 24

Thursday, May 2

A discussion with a guest

Session 25

THE CASE STUDY 2: UKRAINE

Required reading:
O. Shumylo: The Debate on the EU Membership Prospect of Ukraine (in: EU Accession Prospects for Turkey and Ukraine, pg. 196-214)

Session 26

Thursday, May 9

A discussion with a guest

Session 27

Tuesday, May 14

THE CASE STUDY 3: EGYPT… OR THE MOST RECENT ONE

Submitting reviews of a film / a book

Recommended reading:
The Economist: Brothers vs generals, again (Jul 14, 2012)
The Economist: An ordinary man (Jun 30, 2012)

Session 28

Thursday, May 16
(last day of classes)

A discussion with a guest

Session 29

Tuesday, May 21
Final exam

Session 30

Thursday, May 23
Final exam

Classroom Etiquette

No specific rules but this one: Mobile phones should be set on silent and should not be used in class except for emergencies.