### Class code
(POL-UA 9994-002)

### Instructor Details
Tomáš Němeček  
E-mail: tn29@nyu.edu  
(+420) 608.771.389

Consultations: before/after the classes in the NYU

### Class Details
**TOPICS:** How to build a state (Czechoslovak lessons from transition to democracy) – SPRING 2015  
Tue / Thu 4:30 PM – 5:50 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 several 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 10. 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 11. The papers should be submitted at Session 20.
- **15% short review** of a film / a book. Topics settled at Session 22. The papers should be submitted at Session 27.
- **25% Final** – written in class at Session 29. It consists of 3-5 questions covering key issues of the course. Students should write short “essays” in class 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
Absences only for medical reasons and for religious observance 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). To be excused for religious observance, you must contact the instructor and the Associate Director via e-mail one week in advance of the holiday. Your absence is excused for the holiday only and does not include days of travel associated with the holiday. Unexcused absences will be penalized with a two percent deduction from your final course grade for every week of classes missed.

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.

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)

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, Feb 5
THE AUTUMN OF NATION 1989 vs. THE ARAB SPRING 2011
Required reading:
The Economist: Democracy’s Hard Spring (Mar 10, 2011)
Recommended reading (after the class):
T. G. Ash: History of Present, pg. 3-9, pg. 21-39
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, Feb 10
DEALING WITH THE PAST – PRELUDE
Recommended film:

Session 4
Thursday, Feb 12
DEALING WITH THE PAST – PART I. LUSTRATION.
Setting topics for case studies of various dealing with the past
Required reading:
Recommended reading (after the class):

Session 5
Tuesday, Feb 17
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
Thursday, Feb 19
A field trip to the Institute for the Study of Totalitarian Regimes (to be confirmed)

Session 7
Tuesday, Feb 24
ECONOMIC TRANSFORMATION – PART ONE. VOUCHER PRIVATIZATION.
Setting topics for case studies of various privatization
Recommended reading:

Session 8
Thursday, Feb 26
ECONOMIC TRANSFORMATION – PART TWO. GOD BLESS FOREIGNERS
Presentation of your own research on a case study
Recommended reading:
Fortune, Ch. Wallace: The Pirates of Prague (Dec 23, 1996)

Session 9
Tuesday, March 3
CONSTITUTIONS. CONSTITUTIONAL COURTS. CZECH/SLOVAK CASE
Setting topics for case studies of other constitutions
Required reading:
Preambles and selected articles of the Czech and Slovak constitutions

Session 10
Thursday,
March 5
Knowledge test
Recommended Reading:

**Session 11**
Tuesday, March 10
**CONSTITUTIONS. CONSTITUTIONAL COURTS. ARAB SPRING**
Setting topics for MidTerm essays
Presentation of your own research on a case study
Recommended reading:
BBC, Q&A: Egypt’s New Constitutional Declaration
The old Constitution of Egypt (excerpts)

**Session 12**
Thursday, March 12
**DOES RELIGIOSITY ALSO MATTER?**
Required reading:
M. Weber: The Protestant Ethic and the Spirit of Capitalism (chapter 1)

**Session 13**
Tuesday, March 17
**FREEING MEDIA. PRIVATE TVs. REGULATION OF INTERNET**
Recommended reading (after the class):
www.psmag.com, P. Howard: Arab Springs Cascading Effect (Feb 23, 2011)

**Session 14**
Thursday, March 19
**HOW TO SPLIT CZECHOSLOVAKIA IN 1992**
Setting topics for case studies of other splits
Recommended reading:
M. Kraus – A. Stanger: Irreconcilable Differences? (pg. 299-307)

**Session 15**
Tuesday, March 24
**HOW TO SPLIT A STATE**
Presentation of your own research on a case study
Required reading:
Los Angeles Times, S. Avineri: Israel Could Live with a Fractured, Failed Iraq (Dec 4, 2005)

**Session 16**
Thursday, March 26
**...AND NOW THE DELICATE ISSUES. PART ONE: CORRUPTION + BUILDING INSTITUTIONS**
Recommended reading:
B. Sergi, W. Bagatelas (eds.): Ethical Implications of Post-Communist Transition Economics and Politics in Europe (pg. 348-353)

**Session 17**
Tuesday, March 31
**...AND NOW THE DELICATE ISSUES. PART TWO: PENSIONS + HEALTH CARE**
Recommended reading:
J. Musil, Z. Suda (eds.): The European Left After 1989. West and East (pg. 81-89)

**Spring Break**
April 6-10
No classes

**Session 19**
Tuesday, April 14
**...AND NOW THE DELICATE ISSUES. PART THREE: ENVIRONMENT + THE QUALITY OF LIFE.**
Recommended reading:

**Session 20**
Thursday, April 20
**FINDING A PLACE IN THE WORLD. PART ONE: WAR, PEACE, DIPLOMACY**
Submitting MidTerm essays
April 16
Recommended reading:
D. Hamilton: The New Frontiers of Europe (pg. 143-156)

**Session 21**
Tuesday, April 21
A discussion with a guest

**Session 22**
Thursday, April 23
**FINDING A PLACE IN THE WORLD. PART TWO: EUROPEAN UNION**
Setting topics for a review of a film / a book
Recommended reading:
A. Debeljak: Hidden Handshake (pg. 93-110 – chapter "Europe without Europeans")

**Session 23**
Tuesday, April 28
**THE CASE STUDY 1: POLAND**
Recommended reading:
J. Goldfarb: After the Fall. The Pursuit of Democracy in Central Europe (pg. 86-96, chapter "Walesa: Washington, or Pilsudski")
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, April 30
A discussion with a guest

**Session 25**
Tuesday, May 5
**THE CASE STUDY 2: UKRAINE**
Recommended 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 7
A discussion with a guest

**Session 27**
Tuesday, May 12
**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)
A discussion with a guest

**Session 28**
Thursday, May 14 (last day of classes)

**Session 29**
Tuesday, May 19
Final exam

**Session 30**
Thursday, May 21
Final exam

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**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.

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**Required Co-curricular Activities**