DISCONTINUOUS STATE BUILDING IN CENTRAL EUROPE:
THE CZECHS AND SLOVAKS IN THE TWENTIETH CENTURY

SPRING 2016

Daniel E. Miller
Office Hours: TR 8.30-9.30 and 10.45-12.00; and
Department of History
R 8.45-9.15 PM (for honors’ students)
University of West Florida
Office: Building 50, Room 137
Course: IDH4032-12493
Telephone: 850-474-2067
Meeting Time: R, 6.00-8.45
Meeting Place: Building 41, Room 136
Prerequisites or Co-Requisites: none
Mailbox: Building 50, History Department

Required Readings
Available at the Bookstore:
Hasek, Jaroslav.  *Good Soldier Švejk and His Fortunes in the World War.* Translated by
Pánek, Jaroslav and Oldřich Tůma, ed.  *A History of the Czech Lands.* Maps by Eva
Semitanová.  Trans. Justin Quinn, Petra Key, and Lea Bennis.  Prague: Charles
ed.) or 978-8024616452 (first ed.)
Teich, Mikuláš; Dušan Kováč; and Martin D. Brown, ed.  *Slovakia in History.*
1107676909
Vilikovský, Pavel.  *Ever Green Is . . .: Selected Prose.* Trans. and Introduction by
Charles Sabatos.  Writings from an Unbound Europe.  Evanston, IL: Northwestern

Other items may be placed on reserve in Pace Library.  Readings noted with an asterisk (*) are
on reserve in UWF’s Pace Library.

Recommended Readings (Available in the University Bookstore)
Turabian, Kate L.  *A Manual for Writers of Term Papers, Theses, and Dissertations.*

Course Description: This course will consider the fate of Czechs and Slovaks as two of the
many small ethnic groups in twentieth-century Central Europe and the Balkans.  It will examine
the impact of interrupted state-building on politics, economics, society, and culture to help
construct the components of the Czech and Slovak political cultures, that is, what these two
ethnic groups believe about their governments and about how they expect their politicians to
behave.

Student Learning Outcomes: The student will gain a basic knowledge of many aspects of
Czech and Slovak history in the twentieth century.  The required short papers and the exams will
improve student analytical, writing, and research skills.
Special Technology: The student is not required to have a knowledge of any special technology for this course.

Course Evaluation: There will be three six-page papers (each worth 25 percent of the grade), a final exam (worth 20 percent of the grade). Class participation will count for 5 percent of the total grade. The correlation between letter and number grades have the following pattern: 90%=A; 87%=A-; 83%=B+; 80%=B; and so forth. Students can employ simple proportions to determine their grade.

Papers: The six-page papers are to have at least 1,700 words of text each, not including footnotes or endnotes. Each paper will answer a question the instructor will assign based on the required readings. Because of the short nature of the papers, students must plan the paper with care and answer the question with a logical argument that is thoroughly grounded in the assigned sources. Although certain readings are associated with the question, the student may use material from any assigned reading when writing the papers. Outside references are not permitted. No bibliography is required for the papers, but footnotes or endnotes are essential (do not use parenthetical references). See “Miller’s Memo” for additional information on paper requirements and suggestions for improving style that is available in the “Writing Aids” section of my website, www.CentralEuropeanObserver.com. Students must follow the requirements stated in the “Memo.” Also see the suggestions for writing short papers in “Brief Articles” on the website. Keep a copy of your work. Students must submit hard copies of papers, not electronic versions.

Exams: The final exam will cover lecture materials and readings, and it will be cumulative. It will entail an essay of 1,200 words. Approximately two class periods before the exam, the instructor will provide three essay questions, two of which the student will prepare at home. On the day of the exam, the student will answer one question from the two which the instructor will select. In this way, students are certain to have prepared at least one of the essays ahead of time. This method gives each student the opportunity to learn how to write a good essay: to state a thesis, develop it through the use of appropriate evidence, and reach a conclusion. No student may use prepared essays, notes, or outlines during the exam.

Research Paper Option: Students who do not wish to do the two short papers may write a 21-page research paper. To exercise this option, history majors must have taken “Methods and Materials”; if they are not majoring in history, they must have completed one upper-level history course. History majors wishing to fulfill their capstone requirement with this course must use this research paper option.

The paper shall analyze any narrow aspect of Russian history–political, social, economic, cultural, military, or diplomatic. To write the paper, students should become familiar with the secondary literature on their subject, but they must use primary sources (documents, biographies, autobiographies, official publications, statistics, and in some cases newspapers) to support their analysis. The basis for the paper is to be at least eight primary source references and twelve secondary sources, including at least ten books and two articles. No more than one primary or secondary source may be from the Internet, excluding digitalized copies on the Internet of printed books or journal articles. The student may exceed this limit if he or she has fulfilled the requirements for printed sources. Should the student find a wealth of scholarly journal articles, four articles beyond the required two articles may replace one book. Note that these requirements are minimums. The exceptional papers will exceed these limits and display the student’s ability to uncover a wide variety of resources. Footnotes or endnotes (not parenthetical
references) along with a bibliography that separates primary and secondary materials are necessary. Students should consult CentralEuropeanObserver.com for suggestions about improving written work products, particularly the articles titled “Writing Research Papers” and “Finding Primary Sources.” See “Papers” above for information on grammar and style.

The student must notify the instructor of his or her intent to write a research paper by the third day of class. On the fifth day of class, the student writing a research paper will submit a two-page prospectus stating their topic, tentative thesis, and a partial bibliography of at least three primary and five secondary sources. The instructor will comment on the thesis and the bibliography, making changes where necessary. The corrected prospectus must be attached to the final version of the paper. Two weeks before the due date, the student will submit a penultimate draft. The student will incorporate the comments of the instructor into the final draft of the paper. The prospectus will be worth 5 percent of the total grade, the penultimate draft will be worth 10 percent of the total grade, and the paper will be count for 35 percent. Students taking this option still are required to attend classes, read all the assigned material, write the second paper, be involved in class discussions, and complete the final exam.

**Due Dates and Exam Dates:** Be sure to keep a copy of all written work for your own protection. All assignments must be completed to receive a passing grade and turned in on the date due to receive full credit. Deadlines in the workplace, as in academia, are common, so I must penalize late assignments to discourage slackers. An assignment late for any reason by one day, including weekends, automatically will receive a lower grade by one degree (for example, an A- will become a B+). On the second and third days it is late, including weekends, the grade will lower by one more degree each day (for example, a B+ paper will receive a B for the first late day and will become a B- on the second day and a C+ on the third day). Unusual events happen, including illnesses and snow emergencies, so do not receive a lower grade by putting off an assignment, risking a crisis, and not turning it in on time. Excuses for unforeseen or tragic events may require explanations from physicians, counselors, or other competent professionals. Computer viruses, glitches, and other excuses at the last minute are unacceptable. Should this policy seem unreasonable, consider the policy credit card companies have for late payments or what happens when you submit a bid after an auction closes on Ebay.

**Plagiarism:** For those who are insulted that an instructor must warn students about the wrongs of academic misconduct, I sincerely apologize. There are some, however, who believe that deception is fine, as long as they do not get caught. This is a dangerous policy. Cheating on an exam, writing identical essays, copying papers, submitting a paper more than once, and plagiarism from published and Internet sources are obvious sins professors easily discover.

Students must be particularly cautious about plagiarism, which is an attempt to present another’s writing or ideas as one’s own. One method of plagiarism is to copy directly from a source. A second is to rearrange the paragraphs and restructure the sentences of a published work. A third occurs when students select specific sentences or ideas from texts and place them in their papers. A fourth is to copy a sentence or several sentences, cite the source, but not use quotation marks. Any form of plagiarism is intellectual piracy, that is, stealing. Please note that plagiarism can lead not only to a failing grade but also to dismissal from the university. Briefly stated: if you plagiarize or cheat, you will fail the course.

You are responsible for your own intellectual integrity. If you are uncertain about how to quote, how to footnote a direct quote, or how to give credit to another for their idea, please see the references in “Miller’s Memo” and the UWF Student Planner and Handbook.
I view catching plagiarists somewhat as an intellectual sport, and I am quite competitive. Furthermore, the department chair insists that all of us strictly follow our department’s guidelines for student academic misconduct as stated in the UWF Academic Misconduct Code, which is in the *UWF Student Planner and Handbook*:

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. . . . Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another’s intellectual output constitutes a form of academic misconduct.

The *UWF Student Planner and Handbook* lists the types of academic misconduct and outlines the penalties for academic misconduct and the due process procedures. The “Student Code of Conduct” is available at http://uwf.edu/osrr/, and the UWF “Academic Misconduct Policy” is at http://uwf.edu/academic/policies/misconduct/misconduct.cfm.

A student who must prove that he or she is the author of a work in question must be able to provide preliminary drafts, reading notes, references to sources, and other materials they used to write the work. The instructor may use antiplagiarism software, such as Turnitin, along with other methods to determine the originality of any work submitted for this course. A conviction for cheating or plagiarism will result in a permanent notation of academic misconduct on a student’s transcript.

**Assistance for Students with Special Needs** (a statement from UWF): The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

**Weather Emergency Information** (a statement from UWF): In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:

Information about hurricane preparedness plans is available on the UWF website:

Information about other emergency procedures is available on the UWF website:
http://uwfemergency.org/.
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7 January   SESSION I:  Introduction to Czech and Slovak History from the Middle Ages to 1867
RECOMMENDED: Pánek and Tůma, ed., chs. 1-12; and Teich, Kováč, and Brown, ed., chs. 1-8. Skim these chapters, focusing on anything that is attractive.

NOTE: Unfortunately, because I will be in Pittsburgh for my second son’s wedding, I must cancel the first class. In my absence, students should read the assignment, which is available on line. The first class will take place on 14 January. I suggest beginning future assigned readings.

14 January   SESSION II: Introduction (continued) and The Problems of Discontinuous State Building

28 January   SESSION III: The Czechs and Slovaks in the Latter Years of the Habsburg Monarchy
ASSIGNMENT: Pánek and Tůma, ed., ch. 13; and Teich, Kováč, and Brown, ed., ch. 9.

4 February   SESSION IV: The First World War
ASSIGNMENT: Pánek and Tůma, ed., ch. 14; and Hašek, Good Soldier Švejk.
11 February  FIRST PAPER DUE

11 February  SESSION V: Prague: An Architectural History
ASSIGNMENT: TBA

18 February  SESSION VI: Czechoslovakia, 1918-1939

25 February  SESSION VII: The Protectorate of Bohemia and Moravia and the Slovak Republic, 1939-1945
ASSIGNMENT: Pánek and Tůma, ed., ch. 16; and Teich, Kováč, and Brown, ed., chs. 12-14.

3 March  SESSION VIII: Into the Soviet Orbit, 1945-1948
ASSIGNMENT: Pánek and Tůma, ed., ch. 17; and Teich, Kováč, and Brown, ed., chs. 15-17.

3 March  SESSION IX: Czechoslovakia, 1948-1968
ASSIGNMENT: Pánek and Tůma, ed., chs. 18-19; and Teich, Kováč, and Brown, ed., chs. 18-19 (to 311).

10 March  SESSION X: The Prague Spring, 1968
Words,’ Manifesto, June 7, 1968,” 177-181; and “Speeches by Leonid Brezhnev, Alexander Dubček, and Aleksei Kosygin at the Čierna nad Tisou Negotiations, July 29, 1968 (Excerpts),” 284-297.*

24 March  SECOND PAPER DUE


31 March  SESSION XII: The Velvet Revolution, 1989
ASSIGNMENT: Pánek and Tůma, ed., ch. 22 (to 591); and Teich, Kováč, and Brown, ed., ch. 22 (363-364).

7 April  SESSION XIII: Toward Dissolution, 1989-1992
ASSIGNMENT: Pánek and Tůma, ed., ch. 22 (from 591); and Teich, Kováč, and Brown, ed., chs. 22 (from 364) and 23.

14 April  THIRD PAPER DUE


21 April  SESSION XV: Conclusion

Other Important Dates
- **Martin Luther King Day (no classes):** 18 January 2016
- **Spring Break:** 14-18 March 2016
- **Final Day for This Class:** 21 April 2016
- **Final Day of Classes:** 22 April 2016
- **Final Exams:** 25-30 April 2014
- **Final Exam for this Class:** Thursday, 28 April 2016, 6.00 pm-8.30 pm

“When one ducat is expended in building cities, fortresses, monuments, and arsenals, one hundred should be spent in educating one youth aright, since, when he reaches manhood, he may induce his fellows to carry out useful works. For, a good and wise man is the most precious treasure of a state, and is of far more value than palaces, than heaps of gold and of silver, than gates of bronze and bars of iron.”

*Jan Amos Komenský (Comenius) (1592-1670) quoting Martin Luther (1483-1546)*