

## Structure de l'enseignement TEMA

à l'Université Charles de Prague

<b>Semester 1 - Initiation</b>					
<b>Subject</b>	TEMA seminar	Methodology seminar	Comparative History of Europe	The Old World and the New: Understanding Civilisation	Introduction to European Studies
<b>Teacher</b>	<i>Lud'a Klusáková</i>	<i>MA thesis Supervisors</i>	<i>Jaroslav Ira</i>	<i>Markéta Křížová</i>	<i>Jíra Janáč</i>
<b>ECTS</b>	6 ECTS	6 ECTS	6 ECTS	6 ECTS	6 ECTS
<b>Semester 2 - Diversification</b>					
<b>Subject</b>	TEMA seminar	Methodology seminar	Social and Intellectual Worlds of Early Modern Europeans	Political Order and Social Movements in twentieth-century Europe	Making of Europe
<b>Teacher</b>	<i>Lud'a Klusáková</i>	<i>MA thesis Supervisors</i>	<i>Jaroslav Ira, Markéta Křížová</i>	<i>Michal Pullmann</i>	<i>Jíra Janáč</i>
<b>ECTS</b>	6 ECTS	6 ECTS	6 ECTS	6 ECTS	6 ECTS
<b>Semester 3 - Approfondissement</b>					
<b>Subject</b>	TEMA seminar	Methodology seminar	European Society and Culture in Comparative perspective	Central and South Eastern Europe 1800 - 2000	Prague in Czech and European Culture
<b>Teacher</b>	<i>Jíra Janáč</i>	<i>MA thesis Supervisors</i>	<i>Lud'a Klusáková</i>	<i>Ondřej Vojtěchovský</i>	<i>Tomáš Masař</i>
<b>ECTS</b>	6 ECTS	6 ECTS	6 ECTS	6 ECTS	6 ECTS
			<b>OU Stage (au lieu d'un de ces séminaires) 6 ECTS</b>		
<b>Semester 4 - Application</b>					
<b>Subject</b>	Rédaction du master		Séminaire tutorial		
<b>Teacher</b>			<i>Directeur de recherche</i>		
<b>ECTS</b>	24 ECTS		6 ECTS		

### Mandatory Courses:

#### *Tema Seminar*

The seminar is based on a reader common for all four partner TEMA teams. The seminar is a pillar of the master course. The training revolves around the problems of the territorial structure and structuring of Europe, its history and its current state. The interdisciplinary approach towards social sciences is applied and focused on four different notions: civilization, nation, region and city. The teaching is based on four manuals made by the faculty of the partner universities, each volume brings together classic texts. The manual is enriched according to the needs of specialization of concrete group of students. The themes proposed by the textbooks are treated in the same order in each partner university

## *Methodology Seminar*

**In the first semester** four basic tasks are pursued.

1. The theme of the M.A. thesis is formulated and assigned: Students map the field and make initial heuristics. The aims, scope, methods, and relevant sources of research are specified. The time schedule is worked out. Finally the abstract and basic outline of the thesis are formulated.
2. Students are refreshed the memory of basic principles of academic writing and research procedure such as: phases of research; types of sources; efficient, critical, and creative work with literature and sources; methodology and theoretical approaches; proper structure of academic text.
3. Students get acquainted with institutions and other sources of information which are accessible on locale (libraries, archives, databases, etc.).
4. Students read basic theoretical literature according to individual projects.

**In the second semester**, students further develop their master projects. Students make first round of systematic source and data collection (with respect to their accessibility) and proceed with their primary analysis. Initial results are reported to supervisors. Secondary literature is studied. Theoretical and methodological background is deepened and broadened, and adjusted toward the individual themes. Students try to apply theoretical knowledge on their themes. Research questions are formulated more precisely. Students are continuously exercised in obeying proper academic rules (quotations, etc.) and genre rules (writing abstract, summary, review, etc.). By the end of the semester students are securely set up on the way so as to successfully continue – and eventually to finalize – their basic research during Summer holidays and the third semester.

**In the third semester**, students continue with their M.A. research. The collection and analysis of sources is completed by the end of the semester. Students concretize structure of the thesis and work on individual chapters. Students continuously report their work-in-progress to their supervisors and periodically present their projects to a broader audience, so that they can discuss their work with other scholars and get valuable feedback. Students are practised in proper academic English and French. By the end of the semester, students will have submitted their first drafts of individual chapters, so that in the fourth semester the thesis can be finalized and submitted.

*Comparative History of Europe* combines lecture and seminar format. It offers to explore historical comparison as a tool of systematic analysis and interpretation of complex historical processes. The course aims at understanding modern European history and main factors of change employing comparative approach in various fields – sphere of identities, national movements, political institutions and processes, urbanization, social structures etc. The course combines lectures introducing essential theoretical concepts and examples of comparison in explaining history (M. Weber, M. Bloch, J. Kocka, H. Kaelble, M. Hroch, P. Anderson etc.) with case studies of crucial problems of European societies and their fundamental changes on their way to modernity.

### *The Old World and the New: Understanding Civilization.*

The concept of Civilization is in the course contested with lived experience. The study of the contacts of a remote country in the middle of Europe, lacking any direct access to the sea, with the newly discovered American continent might seem slightly absurd. But after all it can

contribute to better understanding of various questions concerning the stereotypes and auto stereotypes; the “image of the other” and the ways of defining one’s own place in the world, in the broader context of the European discourse on civilization that developed in the course of the Modern Era. The goal of the course should not be an uncritical praise of the Czechs and Moravians who “influenced the history of the world” or at least left some traces in the American archives, but the analysis of different models of perception of the broadened horizons within the time-span of five centuries, within the frame of the broader study of the problem of “meeting the other” and the subsequent creation of myths, stereotypes, and collective identities during the Modern Era.

*Social and Intellectual Worlds of Early Modern Europeans (16<sup>th</sup> to 18<sup>th</sup> Century) / L’espace social et intellectuel de la première modernité* offers an alternative interpretation of the making of modern Europe; its main goal lies in enriching the interest in complex historical processes – as modernization, industrialization, democratization etc. – by more particular aspects of an early modern everyday life, mentalities, and intellectual and social practices. The course is concerned with fields seemingly absent in complex histories of the European civilization that should make possible to see “roots” of modern Europe from a fresh perspective. By using methods of new culture history and other conceptual frameworks influenced by the linguistic turn and symbolic anthropology, the seminar concentrates on early modern collective and individual identity formations. Special attention will be paid to the period’s imagining of a social order and to ways how the Other was performed and disciplined during the Early Modern Era (including topics as identification strategies, rituals of social exclusion, history of marginal social groups, history of criminality, bodily differences and religious struggles, gender history etc).

*Political Order and Social Movements in Twentieth-Century Europe* offers interpretations of crucial transformations of European societies in the twentieth century, promoting understanding of the order of dictatorship and democracy, the bases of social consent, and the roots of popular discontent. Thus, the seminar focuses predominantly on social preconditions of the destabilization and stabilization of important political and economic hierarchies in twentieth-century Europe, both West and East, and provides conceptual tools to analyse and explain major shifts and transformations. In addition to providing general concepts and analytical tools, the seminar introduces various case studies—stabilization or collapse of socialist dictatorships, old and new social movements, among others—and tries to depict the significance of everyday-life expectations for explaining the major social and political transformations of modern European societies.

*Introduction to European Studies.*

The seminar focuses on formation of modern Europe and processes of its integration. First the birth of European idea and its transformation in various historical periods is treated. Second the industrialisation and its impact on integration in the economic, political, military or cultural/civilizational level. This course provides an overview of European history during the

long nineteenth century, focusing on the formation of Europe as a social, cultural, and economic unit. The seminar combines lectures and discussions over texts.

### *Making of Europe*

The course analyses the making of Europe from the transnational perspective. Over the 20<sup>th</sup> century, the intensification of transnational exchange contributed to the formation and strengthening of European governance system or European identity, but simultaneously has brought about delimitation, fragmentation, and conflict. Europe is not understood simply as a predefined geographic unit, but rather as a social construct, a contested product of a number of cross border flows of ideas, people and artefacts.

*Political Order and Social Movements in Twentieth-Century Europe* offers interpretations of crucial transformations of European societies in the twentieth century, promoting understanding of the order of dictatorship and democracy, the bases of social consent, and the roots of popular discontent. Thus, the seminar focuses predominantly on social preconditions of the destabilization and stabilization of important political and economic hierarchies in twentieth-century Europe, both West and East, and provides conceptual tools to analyse and explain major shifts and transformations. In addition to providing general concepts and analytical tools, the seminar introduces various case studies—stabilization or collapse of socialist dictatorships, old and new social movements, among others—and tries to depict the significance of everyday-life expectations for explaining the major social and political transformations of modern European societies.

*European Society and Culture in Comparative Perspective: City as a palimpsest, creative cities concept.* The seminar teaches students to apply comparative approach to cultural phenomena thought emblematic for European societies, particularly cities and urban culture. The course will be tailored to the needs of second year TEMA students and their specific research needs.

### **OPTIONAL COURSES SECOND SEMESTER 2015/2016 :**

#### *Architecture, Urban Culture and Identities of European Cities*

My intention during this semester is to explore the contemporary cities as a palimpsest. The palimpsest is a re-used parchment, in its close observation we can detect previous layers, and its analysis goes naturally against the time). This is the exercise we are going to experiment together.

#### *Central and South Eastern Europe 1800 – 2000*

Central and South Eastern Europe 1800 – 2000 offers chronological and thematically organized overview over the period of building modernity in the concerned area. The seminars open the debate on the presupposed peripheral character of East-Central Europe and South Eastern Europe. While East Central Europe is provisionally defined as a region east of Germany and west of Russia, and north of the Danube up to the Baltic sea. South Eastern Europe is generally coterminous with the Balkans.

*History of urban institutions*

With respect to diverse cultural and civilizational background of our students, this one-semester course is designed to provide them with an opportunity to better understand and appreciate rich historical and cultural heritage of the city of Prague, and its role within Central Europe. The course is organized as a series of guided walks and visits to various places of interests, including city parks and other interesting urban areas, and institutions such as museums and galleries. The actual selection of destinations reflects the interests and research projects of participating students.

*The Ethics of Plunder: History, Heritage and Loot* – Selected topics in colonial and postcolonial history

*Academic writing in English*

*Français académique*

*Czech Language*