



## List of courses for academic year 2016/2017\* University of Hradec Králové, Philosophical Faculty

course	code	credits	term	language
<a href="#">Pottery technology for the archaeologist</a>	ARCH / QPOTE	5	winter	English
<a href="#">Arabic language 1</a>	CJP / ARB1	3	winter	English
<a href="#">Czech Language for Foreigners</a>	CJP / CJ1	6	winter	English
<a href="#">Czech Language for Foreigners II</a>	CJP / CJ2	6	winter	English
<a href="#">East-Central Europe in the 20th Century</a>	HIU / AACSH	6	winter	English
<a href="#">The Hussite Bohemia in the European Context</a>	HIU / EHUS	6	winter	English
<a href="#">Czechoslovak History in the Interwar Period</a>	HIU / AAINT	6	winter	English
<a href="#">Medieval European History</a>	HIU / AAMEH	6	winter	English
<a href="#">The United States from Revolution to the Civil War</a>	HIU / AAUSA	6	winter	English
<a href="#">Experience, perception and interpretation of space</a>	HIU / AASPA	6	winter	English
<a href="#">Central Europe during the Cold War</a>	HIU / ECOLD	6	winter	English
<a href="#">Dissent in Communist Central Europe</a>	HIU / EDISS	5	winter	English
<a href="#">Integration Processes and Politics in Central Europe</a>	HIU / EINTE	5	winter	English
<a href="#">Modern History of Central Europe 1781-1914</a>	HIU / EMODE	6	winter	English
<a href="#">Nationalism in the Central Europe</a>	HIU / ENATI	5	winter	English
<a href="#">Political Systems of Central European Countries</a>	HIU / EPOSY	6	winter	English
<a href="#">Central European Social Systems in Comparative Perspective I</a>	HIU / ESYS1	6	winter	English
<a href="#">Introduction of Phenomenology</a>	KFSV / FILEP	6	winter	English
<a href="#">Philosophy and Natural Sciences</a>	KFSV / KPHIN	6	winter	English
<a href="#">Ecological Ethics</a>	KFSV / FILEC	6	winter	English
<a href="#">Pensamiento Crítico (para todos)</a>	KFSV / FCRT	6	winter	Spanish
<a href="#">Historical and Political Development of Modern China</a>	KP / HIPOD	6	winter	English
<a href="#">Latin American Politics</a>	KP / LATAP	6	winter	English
<a href="#">Political System of the Czech Republic</a>	KP / PCZE1	6	winter	English
<a href="#">Derechos humanos y democracia en América Latina</a>	KP / DERE	6	winter	Spanish
<a href="#">General Sociology</a>	KSOC / AGENS	6	winter	English
<a href="#">General Polish I</a>	HIU / EPOL1	4	winter	English
<a href="#">German Language I</a>	HIU / EGEL1	4	winter	English



<a href="#">Sistema político de Nicaragua</a>	KP / SIPON	3	winter	Spanish
<a href="#">Arabic language 2</a>	CJP / ARB2	3	summer	English
<a href="#">Czech Language for Foreigners</a>	CJP / CJ1	6	summer	English
<a href="#">Czech Language for Foreigners II</a>	CJP / CJ2	6	summer	English
<a href="#">The Communist Party of Czechoslovakia and the Communist Movement in the East (1945-1971)</a>	HIU / AACOM	6	summer	English
<a href="#">The Medieval Scandinavian History</a>	HIU / AASCA	6	summer	English
<a href="#">Economics Transformation of the Central Europe</a>	HIU / ETRAN	6	summer	English
<a href="#">Experience, perception and interpretation of space</a>	HIU / AASPA	6	summer	English
<a href="#">Philosophy of Social Science</a>	KFSV / FILSE	6	summer	English
<a href="#">Dynamic Lexicon: What Does It Mean to Speak a Language?</a>	KFSV / FDYLE	6	summer	English
<a href="#">Dissent in Communist Central Europe</a>	KP / DISEN	6	summer	English
<a href="#">Financing Political Competition</a>	KP / FIPOC	6	summer	English
<a href="#">Scandinavian Politics</a>	KP / SCAPO	6	summer	English
<a href="#">Specifics of African Political Systems</a>	KP / SPAFS	6	summer	English
<a href="#">Migration: The refugee in sub-Saharan Africa</a>	KP / MIRAF	6	summer	English
<a href="#">The Seal in the Culture and Society of the Middle Ages and Modern Age</a>	KPVHA / PEK1	5	summer	English
<a href="#">General Sociology</a>	KSOC / AGENS	6	summer	English
<a href="#">World Population Development</a>	KSOC / APOPD	6	summer	English
<a href="#">Sociology of Post-Socialism</a>	KSOC / GPOST	6	summer	English

\*Offer of courses is subject to change

### Annotation:

#### Pottery technology for the archaeologist

The course maps basic variability of technological sequences of pottery manufacture in preindustrial societies. The overview is based on ethnographic, ethnoarchaeological, and archaeological evidence. All the basic steps in pottery manufacture are exposed: techniques of prospection of ceramic raw materials, preparation of pottery pastes, forming, surface treatments and decoration, drying and firing, and post-firing treatments. The course is intended for students of archaeology, thus special attention is paid to the possible archaeological evidence for pottery technology and to the methodology for identification of pottery technology based on archaeological ceramics. The introduction to the



methodology covers all types of analytical techniques: macroscopic analysis, optical and other types of microscopy, instrumental techniques and experimental approach to study of pottery technology.

### **Arabic language 1**

Student will be able to write and read Arabic words, understand simple sentences and perform simple conversation (greetings, simple expressions, etc.) in classical language.

1-Arabic alphabet :the main 28 Arabic letters and their forms, three secondary letters and their forms, - the useage in words, sounds, usage of short and long voices, usage in written form,

2-reading of words and some simple sentences

3-listening

4- conversation

5-simple grammar: short and long voices, separate pronouns, connected pronouns, past tense, present tense, preposition, demonstratives

### **Czech Language for Foreigners**

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to introduce students to the Czech language on the lexical, morphological and syntactic level. Great attention will be paid to conversational exercises. The second semester builds on the lessons of the first semester. The second semester is focused on the work with lower intermediate students.

### **Czech Language for Foreigners II**

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to introduce students to the Czech language on the lexical, morphological and syntactic level. Great attention will be paid to conversational exercises. The second semester builds on the lessons of the first semester. The second semester is focused on the work with lower intermediate students.

### **East-Central Europe in the 20th Century**

The proposed class is focused on the region of East-Central Europe in the 20th Century. It wants to examine historical development of the region in a comparative perspective. This approach will enable to reveal similarities as well as differences among respective national cases within the region. It will also help to put light on specific phenomenons of the "age of extremes". The class will be mostly based on assigned readings.

### **The Hussite Bohemia in the European Context**

The course focuses on the Hussite period - an important turning point of Czech history. The topic is presented from the perspective of religious, social, economical, political and cultural level as an early European reformation as well as the first revolution. Bohemian problematique is compared to the context of European parallels. The course is based on the discussions of several written and iconographic sources and texts of scholar literature.



### **Czechoslovak History in the Interwar Period**

The student will be acknowledged with Czechoslovak history in the interwar period in the context of historical development of other Central European countries. Topics:

1. Central Europe after first world war.
2. Versailles system.
3. Germany and revizionism of Versailles system, Fascism in Germany.
4. Czechoslovak diplomacy in the interwar period.
5. Economic crisis in the Central Europe.
6. Czechoslovak political parties.
7. Central European states in the interwar period.
8. Munchen Agreement and Czechoslovakia,
9. Czechoslovakia - Culture, economy, emigration movement.
10. Second world war.

### **Medieval European History**

The student will acquire basic knowledge about the European Middle Ages and its primary sources. The student will learn how to analyse and interpret different sorts of written primary sources. Seminar focuses on European Middle Ages from the Fall of the Western Roman Empire in the 5th century till the Dawn of the Reformation in 1517. Several major topics (such as the Barbarisation of the fallen Western Roman Empire, the Frankish Empire and its legacy, the Crusades, the Byzantine Empire as the rightful heir of the fallen civilisation, Pontifical Primacy, Oversea Discoveries etc.) will be discussed using primary written sources.

Themes:

- 1) Middle ages, Dark Ages, definition and periodization
- 2) The Fall of The Western Roman Empire, The Migration Period
- 3) The Frankish Empire
- 4) The Christianization
- 5) The Vikings
- 6) The Medieval Society
- 7) Medieval Economy
- 8) The Byzantine Empire and islam world
- 9) Pope and Emperor
- 10) The Crusades
- 11) The Hundred Year's War
- 12) The Black Death
- 13) The Age of Discovery
- 14) The 13th Warrior

### **The United States from Revolution to the Civil War**

The goal of this course is to make students understand the evolution of the United States from the early republic to a deeply divided nation and the back to (mental as well as political) reunification. To follow this goal, the course will generally focus on three main areas of concern: the growing rift in American society as well as national identity leading to war; the war itself, war experience, and possible interpretations of the outcome in later historical writings; and, finally, on the immediate (the Lost Cause) as well as long term (?Modern War?) memory of the war analyzed on some of its specific



aspects. To reach this goal, students are required to be prepared for each class through required readings. All the texts will be, with certain exceptions, available online.

### **Experience, perception and interpretation of space**

Martin Heidegger, one of the most important philosophers of the last century, on the question of 'being', the fundamental question of western philosophy, he transformed it into a question about 'Place' (Topos). 'Being' and 'Place' are linked in such a way that forces us to think of 'being' as something that can be perceived only through and within the notion of 'place'.

Space therefore is more than dimensions and geographical boundaries or places occupied by social groups and populations. The events and relations that are generated and the behaviours that occur cannot be separated from the space which are implemented, transforming it into place, granting it at the same time with content and meaning. In return these contents and meanings are reflected through its structure. The aim is to investigate this dipole, but also the comprehension of the elements of space and the principles that form its perceptual image, taking at the same time in account the individual mechanisms and factors that contribute to the ability of understanding this image.

### **Central Europe during the Cold War**

Student will be acknowledged with history of Central Europe after 1945 in the context of historical development of different Central European countries. The structure of this course is oriented according to internal development of the communist regime in Central Europe as well as according to important events in the whole Soviet block.

### **Dissent in Communist Central Europe**

Aim of the course is to introduce to students the nature and political role of dissent movements in communist Central Eastern Europe. The course consists of three parts. In the first part, we will focus on different nature of totalitarian/authoritarian communist regimes in the region, which profoundly influenced many aspects of then illegal political groups, movements, and their leaders. Second part will be devoted to an analysis of the dissent movements in the CEE countries themselves, putting stress on the variety of political cultures having impact on dissent. Last part of the course will deal with the role of dissent in the 1989 fall of the communist regimes and their influence upon the first years of political life in the post-communist environment. This course will pay special attention to several rare occasions of uprising against communist rule (1953, 1956, 1968), and also will try to analyse political thought of the most prominent leaders of dissent in the CEE countries (Havel, Michnik, Konrad etc.). Furthermore, the course will focus on the means used by dissent to spread its message to the population (samizdat, illegal broadcasting etc.). In end of the course, we will try to answer the question to what extent the dissent in the CEE influenced the political development there.

### **Integration Processes and Politics in Central Europe**

This course will focus on several themes connected to the changes developing in Central European states prior and after their entry to the European Union in 2004 and 2007, respectively. Firstly, the course will deal with comparative assessment of differences and similarities of the post-1989 political, social, and economic transition. In the next part of the course, we will focus on both regional (Visegrad 4, CEFTA) integration and the preparation for entry in the EU. Long term attempts by the



Central European countries to join the EU had significant impact upon the politics, economy, state administration and other afflicted areas. The integration of Central European states in EU structures not only provided more venues for mutual cooperation and dialogue, but also showed some points of divergence, which should be tackled if Central European cooperation is going to intensify in the future. Special part of the course will be devoted to the entry of CE states to NATO by the end of 1990s. We will deal with different roles played by Central European states within NATO and we will try to answer the question how does NATO membership affected regional security cooperation. Because of strategic position of Central Europe on the continent, in the end of the course we analyse the impact of integration processes.

### **Modern History of Central Europe 1781-1914**

The basic aim of the course is to analyze modern Czech history in the wider context of the history of Central Europe. The proposed course will guide the students through several processes of modernity (industrialization, urbanization, liberalism, civil society, and nationalism; modernity here basically equaling the traditional sociological definition of classical and "high" modernity (Giddens, 1990; or Bauman 1989)). Many themes (like early Czech nationalism and liberalism) will be closer to cultural or (in the case of modernization and emigration) social history. As a result, the course should help students to understand specific problems of Czech history national mythology and memory-making, the problem of elites and emigration, the very problem of Czechoslovakia and its existence, or relationship to Czech neighbors.

### **Nationalism in the Central Europe**

This course addresses the interrelationship between philosophy and history. We will study the cultural and philosophical tradition of the Central Europe that underlies ways of generating different political and cultural movements. Processes of political argumentation, theoretical critique, and the influence of other cultural divisions on creation of modern nations are examined in relationship to contemporary philosophical approaches. Conceptualization of nation and national states will be explored through comparing and contrasting paradigms.

### **Political Systems of Central European Countries**

This subject deals with political systems of Central European countries after WWII. It is based on theories of non-democratic regimes, theories of transition, consolidation and theories of democracy which are used for analysis of development and a current state of political systems. The course is primarily focused on the countries of so-called Visegrad Four, i.e. Czech Republic, Hungary, Poland and Slovakia. This region is studied within a wider comparative perspective which enables comparison with other countries post-communist European countries.

### **Central European Social Systems in Comparative Perspective I**

The course analyses historical context of the emergence of the welfare state and its further development in the 20th century. The end of the 20th century is described as the so-called "crisis of the welfare state". This topic is followed by an analysis of the causes and context of the crisis and the reforms made in the European welfare states since the 1980s. There is a space reserved for such terms as mixed economy, quasi-market, convergence of various models of the welfare state. The topic of



convergence is naturally preceded by an analysis of the basic typologies of welfare states and the basic models of welfare states included in them. Special focus is on central European model of social policy and its eclectic approach to social welfare.

### **Introduction of Phenomenology**

Annotation: The goal of these lectures is to offer a basic introduction to phenomenology. Even though the phenomenological philosophy might seem to be abstract at first it's understandable if one keeps the meaning of its basic concepts in mind. I will try to present these concepts and their history in a clear manner in short lectures which will be followed by us reading selected texts of the phenomenological tradition. In order not to confuse too many things together we will concentrate on the work of Edmund Husserl and young Martin Heidegger. The understanding of their conceptions of phenomenology opens doors to understanding phenomenology as such. This should make it possible for students to read other major works of main thinkers of the phenomenological tradition on their own.

### **Philosophy and Natural Sciences**

1. Biology, Science and Philosophy. A schism between science and humanities.
2. Charles Darwin: a biologist and a natural philosopher. Evolutionary theory. Natural and sexual selection.
3. Neo-Darwinism: a current (but overthrown) theory about the origin and purpose of living creatures.
4. Aesthetics of living nature: a main challenge for neo-Darwinism.
5. Problematics of colouration, mimicry and aesthetical structures. Darwin, Hingston and Portmann.
6. The history of biological theories and their testability.
7. A birth of modern science. Galileo and Descartes.
8. Goethean natural science. Are we capable of thinking into animals?
9. Adolf Portmann and his Czech followers.
10. Umwelt, classical ethology and biosemiotics.

### **Ecological Ethics**

Ecological ethics is a part of philosophy and philosophical ethics. It asks questions about our place on Earth, our value and value of other non-human beings. It also calls our conviction that we are superior to other animals into question. Do we have any moral duties to nature? Can we use animals for our purposes? How should we resolve conflicts between man and nature?

### **Pensamiento Crítico (para todos)**

Constantemente somos abordados por personas que intentan persuadirnos de creer o actuar de manera determinada. Así, por ejemplo, cuando leemos el periódico, cuando escuchamos a nuestros profesores, al ser aconsejados por nuestros padres, al ver la televisión, se nos ofrecen razones para creer o proceder de determinada manera. Tales y otras situaciones que se nos presentan en nuestra vida cotidiana, nos invitan a pensar de manera crítica y lógica, es decir, tales situaciones requieren que evaluemos las razones que se nos ofrecen.

El pensamiento crítico, dicho de manera muy sencilla, tiene como objetivo asegurarnos que tenemos buenas razones para creer en lo que creemos, pero ¿Qué significa tener 'buenas razones' para creer o no en algo? En tal sentido, en este curso intentaremos familiarizar al estudiante con algunas



herramientas para diferenciar entre un buen y un mal argumento y cómo aplicarlas al evaluar nuestros propios argumentos y los de los demás, ayudarle a construir argumentos más lógicos y, por ende, más persuasivos.

Al final de este curso, los estudiantes deben ser capaces de:

Identificar los obstáculos más frecuentes que enfrenta el pensar crítica y lógicamente.

Identificar los componentes de un buen y mal argumento.

Distinguir distintos tipos de argumentos, su validez e invalidez, fuerza y debilidad.

Aplicar el pensamiento crítico a casos de su vida cotidiana y profesional.

### **Historical and Political Development of Modern China**

This course wants to trace main paths of political, social and legal development of Chinese society from the start of the last Chinese dynasty in 1644 until 2012. Emphasis will be put on the detailed historical development of three consecutive eras. The dynastic era, where many structural features of today's Chinese society and politics were firmly set in place, however mainly by incorporated centuries lasting traditions of rule and personal conduct. Then the focus of the course will move to the turbulent years of the Chinese republic (1912-1949). The last and most comprehensive part of the course will cover the rule of the Communist Party of China. Great deal of the lectures will be devoted to discussions of the differences between Western and Chinese political and social development; their different understanding of the role and substance of political power and also the problem of how the rule of the people (strongly featuring in Chinese and Western thought) should be institutionally maintained.

### **Latin American Politics**

This course is designed as a comprehensive introduction to analysis of Latin American political, social, and economic processes and institutions. The main objective of this course is to foster a greater understanding of the region's realities with emphasis on Andean states such as Peru and Bolivia. Thus, the course aims at providing students with historical and contemporary information required for understanding of evolution and current features of the development in Latin America.

### **Political System of the Czech Republic**

The course is structured as an introduction into modern Czech politics. In its first half, the course covers the cultural roots of Czech politics in the Middle Ages, the Early Modern Period, and the Enlightenment Era. It moves on to describe the birth of mass politics during the Habsburg Empire and the transformations of Czech and Czechoslovak politics during the 20th century. The second half is focused on the contemporary era and the politics of the independent Czech Republic. The course will be closed with an excursion to Czech government offices in Prague. Apart from reading the literature, students are required to attend all four lessons in Hradec Králové; attendance of the December excursion to Prague is non-compulsory. The final examination is oral and conducted in small groups of students (colloquium).

### **Derechos humanos y democracia en América Latina**

El presente ciclo ha sido diseñado con el objetivo de analizar y comparar las diferentes perspectivas que existen sobre la democracia y los derechos humanos, poniendo especial énfasis en su impacto en



la vida política, económica y social de América Latina. Las clases estarán enfocadas al aspecto teórico de la problemática de los derechos humanos y la democracia, conjugándose con el desarrollo de ejercicios prácticos inspirados en situaciones reales del acontecer latinoamericano. El ciclo "Derechos Humanos y Democracia en América Latina" se sustenta en la experiencia y participación de reconocidos expertos latinoamericanos en el área de los derechos humanos.

### **General Sociology**

The course sets itself four basic tasks. First, it addresses the question "What is sociology?" by illustrating its scope, significance and its power. Second, it sketches the historical emergence of sociology, locating it firmly within the social conditions of the time. Third, it introduces a series of perspectives or schools of thought that inform much sociological practice. Fourth, it introduces to basics of the Czech culture and social life as well as the social stratification of the Czech society.

### **General Polish I**

Communicative approach, common topics.

Conversational and language focused topics:

- 1)pronunciation and the alphabet,
- 2)first meetings,
- 3)human being and family,
- 4)work,
- 5)sport and leisure,
- 6)time and numbers,
- 7)food,
- 8)house and everyday activities,
- 9)shopping,
- 10)school,
- 11)nature,
- 12)travelling,
- 13)health.

### **German Language I**

The subject sets a goal:

1. to lead the students to an efficient work with a vocabulary and parallel texts
2. to develop the language knowledge of reading and understanding of texts and speaking
3. to improve general and expert communicated knowledge of students

### **Sistema político de Nicaragua**

Breve exploración sobre el dominio por parte de los estudiantes de la realidad nicaragüense mediante una lluvia de ideas. Mediante una conferencia participativa se realiza la exposición sobre la historia política de Nicaragua y un análisis contextual de la realidad política nicaragüense. Se introduce el tema: "Proceso de democratización de la sociedad nicaragüense" mediante una exposición en power point. Se introduce el tema: Sistema electoral en Nicaragua mediante una conferencia participativa.



### **Arabic language 2**

Students will become acquainted with five basic language skills, such as (listening-reading-writing-academic vocabulary and grammar all in level 2.

GRAMMAR: The imperative, The simple present tense with all pronouns, The simple past tense with all pronouns, The subject, The object, The actual sentences, The noun phrases, The conjunctions

### **Czech Language for Foreigners**

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to introduce students to the Czech language on the lexical, morphological and syntactic level. Great attention will be paid to conversational exercises. The second semester builds on the lessons of the first semester. The second semester is focused on the work with lower intermediate students.

### **Czech Language for Foreigners II**

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to introduce students to the Czech language on the lexical, morphological and syntactic level. Great attention will be paid to conversational exercises. The second semester builds on the lessons of the first semester. The second semester is focused on the work with lower intermediate students.

### **The Communist Party of Czechoslovakia and the Communist Movement in the East (1945-1971)**

The course introduces students to the problem of dominance of the Communist Party of Czechoslovakia after Second World War. In the context of the global communist movement and the prevailing ideology in the Eastern Bloc, students will gain awareness of specific life in the communist countries. The course will introduce the totalitarian ideology and the intersection of communist ideas into the public policy of the states behind the Iron Curtain after the Second World War. The main attention will be paid to the communist Czechoslovakia in the context of the development of the whole territory of the European communist influence. The course is suitable for students of historical sciences, students of political science and other disciplines, including the study of totalitarian regimes in Europe. The knowledge that a student receives in a course can be compared with the development of the communist movement in the world in the second half of the 20th century.

### **The Medieval Scandinavian History**

The Course focuses on some selected aspects of Scandinavian Middle Ages - specially on the era commonly known as the Viking Age (circa 793-1050). Each seminar applies to specific topic from field of political, economic, social and cultural history with special accent on the primary sources. Every main theme will be presented through written sources (of indigenous or non-native origin). This will be followed by a brief group discussion.

### **Economics Transformation of the Central Europe**

This subject deals with an issue of economic transformation of the Central European countries that means of the countries of the Visegrad Four. Specifically, these countries are Czech Republic, Slovakia, Poland and Hungary. First part of this subject is focused on the necessary economic background, where the students will learn basic economic terms and indicators (unemployment, inflation, GDP etc.). Next part of the subject is focused on characteristics of transformation process in



above mentioned countries; the economic analysis of these countries follows. This analysis contains the development of basic economic indicators in these countries before the transformation and after the transformation.

### **Experience, perception and interpretation of space**

Martin Heidegger, one of the most important philosophers of the last century, on the question of 'being', the fundamental question of western philosophy, he transformed it into a question about 'Place' (Topos). 'Being' and 'Place' are linked in such a way that forces us to think of 'being' as something that can be perceived only through and within the notion of 'place'.

Space therefore is more than dimensions and geographical boundaries or places occupied by social groups and populations. The events and relations that are generated and the behaviours that occur cannot be separated from the space which are implemented, transforming it into place, granting it at the same time with content and meaning. In return these contents and meanings are reflected through its structure. The aim is to investigate this dipole, but also the comprehension of the elements of space and the principles that form its perceptual image, taking at the same time in account the individual mechanisms and factors that contribute to the ability of understanding this image.

### **Philosophy of Social Science**

General Information: This course will be a survey of issues in the philosophy of the social sciences, with a focus on questions of reductionism, rational choice and game theory, causal modeling, evolution, and case studies.

### **Dynamic Lexicon: What Does It Mean to Speak a Language?**

What does it mean to speak a language? An intuitive answer is that language is a set of words and sentences whose meanings are shared among the members of a community. Thus, to speak a language means to use pre-established words to convey some information. The idea of a shared language is intuitively as well as philosophically attractive. However, if we look closer to how a communication really works, we may find examples that appear to undermine the intuitive idea of shared language. Peter Ludlow's recent book *Living Words: Meaning Underdetermination and the Dynamic Lexicon* is an attempt to summarize current research in communication analysis. Its conclusions are radical. Ludlow argues that meanings are much more dynamic than we might think, and explores the ways in which we modulate them in communication. In seminar classes, Ludlow's book will be read and discussed and its potentially far-reaching consequences for our conception of political and legal discourse will be elaborated.

Course goals:

The aim of the classes is to introduce students to current research in communication analysis and to encourage them to think critically about language ? both as an object of study as well as an everyday phenomenon.

### **Dissent in Communist Central Europe**

Aim of the course is to introduce to students the nature and political role of dissent movements in communist Central Eastern Europe. The course consists of three parts. In the first part, we will focus on different nature of totalitarian/authoritarian communist regimes in the region, which profoundly



influenced many aspects of then illegal political groups, movements, and their leaders. Second part will be devoted to an analysis of the dissent movements in the CEE countries themselves, putting stress on the variety of political cultures having impact on dissent. Last part of the course will deal with the role of dissent in the 1989 fall of the communist regimes and their influence upon the first years of political life in the post-communist environment. This course will pay special attention to several rare occasions of uprising against communist rule (1953, 1956, 1968), and also will try to analyse political thought of the most prominent leaders of dissent in the CEE countries (Havel, Michnik, Konrad etc.). Furthermore, the course will focus on the means used by dissent to spread its message to the population (samizdat, illegal broadcasting etc.). In end of the course, we will try to answer the question to what extent the dissent in the CEE influenced the political development there.

### **Financing Political Competition**

The course is structured as an introduction into financing of political competition around the world and in the Czech Republic. In the first part, students learn classic and modern theories of political finances and study existing literature. In the second part, they move onto the practices of financing of election campaigns, political parties and candidates around the world. Finally, in the last part, the Czech system of political financing is analyzed in detail and compared to other European models.

### **Scandinavian Politics**

Course Scandinavian Politics deals with politics in five Nordic countries, i.e. Denmark, Norway, Sweden, Finland, and Iceland, which are often perceived as a specific region. The course mainly focuses on on institutional and procedural dimension of politics. The course involves description and analyses of politics in Nordic region and comparison of similarities and differences among particular countries. The course covers several topics: introduction of the region, nation-building and state-building processes, constitutions, institutional structure (with focus on executive and legislative branches of power and their mutual relations), political parties and party systems, interest groups and corporatism, welfare states and their changes, attitudes towards the European integration. The course is based on several concepts of comparative politics (such as parliamentarism, corporatism, consensual democracy etc.). It seeks to explore whether the Nordic model as a specific type of political system exists, and if yes, how to characterize such a model.

### **Specifics of African Political Systems**

The course is drawn as an introduction into African politics, politics which is very different from its European or Western counterparts, but, by the same token, very similar to them. The course will introduce its students to the most important, and hopefully to the most interesting, patterns of African politics - such as traditional political institutions, ethnicity, religion, conflicts, elections, political parties and international aspects of African politics. The course will be also supplied with audiovisual features such as movies or music.

### **Migration: The refugee in sub-Saharan Africa**

The course will enhance the understanding of refugee flows in Africa. The course will be part lecture and part seminar. Participant are expected to explore a number of topic assigned to them through readings, classroom discussions and lectures. The overview of causes and course of Refugee flows in



Africa will be critically examined based on current dynamics of displacement, the consequences and social policies to address these disparities.

### **The Seal in the Culture and Society of the Middle Ages and Modern Age**

The subject is focused on the seal and its role in European culture within the period of Middle-Ages, Early Modern Age and Modern Age. It follows the Seal as an instrument of validation, but also as a matter of self-presentation with high symbolic value.

### **General Sociology**

The course sets itself four basic tasks. First, it addresses the question 'What is sociology?' by illustrating its scope, significance and its power. Second, it sketches the historical emergence of sociology, locating it firmly within the social conditions of the time. Third, it introduces a series of perspectives or schools of thought that inform much sociological practice. Fourth, it introduces to basics of the Czech culture and social life as well as the social stratification of the Czech society.

### **World Population Development**

During most of human history population increased very slowly. There were 1,6 billion people on Earth at the beginning of the 20th century, yet 6,1 billion 100 years later, 7 billion was reached during 2011 and it is expected to reach 9 billion by 2050. Demographic revolution was in progress in most of world's populations in the 20th century, some populations already finished the process, and others just entering it. Demographic revolution is associated with population growth and its ageing. Most developed countries populations has recently been undergoing different situation from the rest of the World. Social progress in developed countries brings new conditions for demographic reproduction that is represented especially by trend of postponing parentage as well as preference of smaller families.

### **Sociology of Post-Socialism**

In the current different societies from West to East socialism represents highly frequented concept whose frequent use is, of course, reflected in the multiplicity of its meanings. It generally refers to a set of diverse processes and constellations economic, political, socio-cultural, spatial, etc. which the former socialist countries are facing in the last twenty years. The objective of this course is therefore to introduce students to: (1) basic conceptualizations of socialism and post-socialism, (2) changes of which post-socialist countries went through and go through, (3) the specifics of everyday life in the context of post-socialist countries. The course emphasizes the interdisciplinary and comparative dimension to study of post-socialist countries.