



List of courses for the academic year 2018/2019\*

University of Hradec Králové, Philosophical Faculty

Arrangement of winter term – from September until February

Arrangement of summer term – from February until July

**NOTICE: You MUST choose at least 75% of total amount of chosen credits (i.e. credits from all courses chosen by you) from the Philosophical Faculty UHK! It means you can choose courses from other UHK faculties, but total amount of credit valuation of them can be 25% maximum of total number of credits. For example: you've chosen 5 or 6 courses with total amount of 32 ECTS credits - in this case, MINIMUM of 24 credits should be assigned to courses chosen from the Philosophical Faculty's offer, MAXIMUM of 8 credits could be assigned to courses from other faculty/faculties.**

**WINTER TERM:**

course	code	credits	term	language
<a href="#">A Short Course in Political Religions of the 20th Century</a>	HIU/ AAPRE	3	winter	English
<a href="#">Arabic language 1</a>	CJP/ARB1	3	winter	English
<a href="#">Buddhism and Contemporary Societies</a>	KSOC/ABCS	5	winter	English
<a href="#">Central Europe during the Cold War</a>	HIU/ECOLD	6	winter	English
<a href="#">Central European Social Systems in Comparative Perspective I</a>	HIU/ESYS1	6	winter	English
<a href="#">Chinese Language 1</a>	CJP/CIN1	3	winter	English
<a href="#">Combatting Corruption</a>	KP/COMCO	5	winter	English
<a href="#">Conflict Resolution</a>	KP/CONRE	6	winter	English
<a href="#">Consumption in the 20th Century - texts, images, commercials</a>	HIU/AACON	6	winter	English
<a href="#">Conversation in English</a>	CJP/COENG	3	winter	English
<a href="#">Conversation in German Language</a>	CJP/KONE	3	winter	German
<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="#">Derechos humanos y democracia en América Latina</a>	KP/DERED	6	winter	Spanish
<a href="#">Dissent in Communist Central Europe</a>	HIU/EDISS	5	winter	English

\* List of Courses is subject to change. If there is no annotation at the course, it will be added soon.



<a href="#">Ecological Ethics</a>	KFSV/FILEC	6	winter	English
<a href="#">Erosion in Archaeology</a>	ARCH/QUERAR	4	winter	English
<a href="#">Ethical Theories in Social Work</a>	USP/PAETI	5	winter	English
<a href="#">General Sociology</a>	KSOC/AGENS	6	winter	English
<a href="#">German Idealism and American Pragmatism</a>	KFSV/FPRAG	7	winter	English
<a href="#">Historia y cultura política en México</a>	KP/HIPOM	5	winter	Spanish
<a href="#">Historical and Political Development of Modern China</a>	KP/HIPOD	6	winter	English
<a href="#">History of Yugoslavia from creation to collapse 1918-2006</a>	HIU/AAUG	6	winter	English
<a href="#">Integration Processes and Politics in Central Europe</a>	HIU/EINTE	5	winter	English
<a href="#">International Conference Event in Social Work</a>	USP/PACON	1	winter	English
<a href="#">Introduction to History of the Czech Lands from the Middle Ages to the 1st half of the 19th Century</a>	KPVHA/IHCLM	6	winter	English
<a href="#">Just War</a>	KFSV/FJUST	6	winter	English
<a href="#">Latin American Politics</a>	KP/LATAP	6	winter	English
<a href="#">Media, propaganda, politics</a>	HIU/AAMPP	6	winter	English
<a href="#">Medieval European History</a>	HIU/AAMEH	6	winter	English
<a href="#">Migration: The refugee in sub-Saharan Africa</a>	KP/MIRAF	6	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="#">Nonprofit Sector Law</a>	USP/PANEZ	3	winter	English
<a href="#">North American Archaeology: Theory and Data</a>	KARCH/QTRNA	5	winter	English
<a href="#">Philosophy and Natural Sciences</a>	KFSV/KPHIN	6	winter	English
<a href="#">Political System of the Czech Republic</a>	HIU/EPOCR	6	winter	English
<a href="#">Political Systems of Central European Countries</a>	HIU/EPOSY	6	winter	English
<a href="#">Psychohygiene in Social Work</a>	USP/PAPHY	3	winter	English
<a href="#">Social Economy</a>	USP/PASEK	5	winter	English
<a href="#">Sociology of Religion</a>	KSOC/ASORE	4	winter	English



<a href="#">Specifics of African Political Systems</a>	KP/SPAFS	6	winter	English
<a href="#">The Balkans and long 19th Century: Emergence of nation-states</a>	HIU/AABAL	6	winter	English
<a href="#">The Communist Party of the Czechoslovakia and the Communist Movement in the East (1945-1971)</a>	HIU/AACOM	6	winter	English
<a href="#">The Idea of Race</a>	ARCH/QKRIR	5	winter	English
<a href="#">The Seal in the Culture and Society of the Middle Ages and Modern Age</a>	KPVHA/PEK1	5	winter	English
<a href="#">Theory of Welfare</a>	USP/PATWS	5	winter	English
<a href="#">US Foreign Policy</a>	KP/USFOP	6	winter	English
<a href="#">Youth and Communist Parties in East, Central and Southeast Europe after the Second World War</a>	HIU/AAYOU	6	winter	English
<b>TWO-WEEK COURSES OF FOREIGN EXPERTS</b>				
<a href="#">Power sharing and Democratic Stability of Ghana's Fourth Republic</a>	KP/PSDEG	3	winter	English
<a href="#">Latin America: Politics, Society and Democracy</a>	KP/LAPSD	3	winter	English
<a href="#">Representación Política y Gobernanza en los Países Andinos. Una mirada a las crisis de las Democracias en Suramérica con énfasis en Colombia</a>	KP/RPGPA	3	winter	English
<a href="#">Politics and Society in Africa, with the Nigerian Perspective</a>	KP/PSANP	3	winter	English
<a href="#">Desafíos de la Integración Centroamericana</a>	KP/DEINC	3	winter	Spanish
<a href="#">Social Policies and Social Service Delivery</a>	USP/PASSD	3	winter	English

**SUMMER TERM:**

Course	code	credits	term	Language
<a href="#">Arabic language 2</a>	CJP/ARB2	3	summer	English
<a href="#">Buddhism and Contemporary Societies</a>	KSOC/ABCS	5	summer	English
<a href="#">Central Europe between two World Wars (1914-1945)</a>	HIU/EWARS	6	summer	English
<a href="#">Central European Cultural History</a>	HIU/ECULT	5	summer	English
<a href="#">Central European Social Systems in Comparative Perspective II</a>	HIU/ESYS2	6	summer	English
<a href="#">Chinese Language 2</a>	CJP/CIN2	3	summer	English



<a href="#">Conversation in English</a>	CJP/COENG	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="#">Czech prehistory and archaeological heritage visible on the surface</a>	KARCH/QCZPR	4	summer	English
<a href="#">Dissent in Communist Central Europe</a>	KP/DISEN	6	summer	English
<a href="#">Economics Transformation of the Central Europe</a>	HIU/ETRAN	6	summer	English
<a href="#">Evaluation of Social Programmes</a>	USP/PAEVS	3	summer	English
<a href="#">Financing Political Competition</a>	KP/FIIOC	6	summer	English
<a href="#">General Sociology</a>	KSOC/AGENS	6	summer	English
<a href="#">Information and Comunication Technologies</a>	KPVHA/ICT	6	summer	English
<a href="#">Institutions and Politics of EU</a>	KP/EUIP	5	summer	English
<a href="#">Intellectual Life in the Czech Lands in 16th-19th Centuries</a>	KPVHA/HSEME	6	summer	English
<a href="#">Just War</a>	KFSV/FJUST	6	summer	English
<a href="#">Management in Social Work</a>	USP/PAMAN	5	summer	English
<a href="#">Mediation</a>	USP/PAMED	3	summer	English
<a href="#">Medieval Scandinavian History</a>	HIU/AASCA	6	summer	English
<a href="#">Methodological Aspects of Research in Central Europe</a>	HIU/EMETH	5	summer	English
<a href="#">Movimientos sociales en América Latina</a>	KP/MSOLA	6	summer	Spanish
<a href="#">Non-state armed groups in Africa</a>	KP/AGRAF	6	summer	English
<a href="#">Philosophy of Social Science</a>	KFSV/FILSE	6	summer	English
<a href="#">Political Corruption in Latin America</a>	KP/POCLA	6	summer	English
<a href="#">Political Geography of Central Europe</a>	HIU/EPOGE	5	summer	English
<a href="#">Pottery technology for the archaeologist</a>	ARCH/QPOTE	5	summer	English
<a href="#">Pragmatist Approaches to Metaphysics</a>	KFSV/FMPRA	7	summer	English
<a href="#">Prague: a Historical City in Eastern Central Europe</a>	HIU/EPRAG	6	summer	English
<a href="#">Reflections on Totalitarianism</a>	KFSV/REFTO	6	summer	English
<a href="#">Scandinavian Politics</a>	KP/SCAPO	6	summer	English



<a href="#">Social Work in International Context</a>	USP/SWINT	5	summer	English
<a href="#">Sociology of Post-Socialism</a>	KSOC/APOST	6	summer	English
<a href="#">Sociology of Religion</a>	KSOC/ASORE	4	summer	English
<a href="#">The Heritage of Antiquity and Christianity in Central-European Culture</a>	HIU/EHERI	6	summer	English
<a href="#">The History of the Book in the Czech Lands</a>	KPVHA/HBCL	6	summer	English
<a href="#">The Hussite Bohemia in the European Context</a>	HIU/AAHUS	6	summer	English
<a href="#">The ideological struggle in Latin America during Cold war</a>	KP/ISLAC	5	summer	English
<a href="#">The Origins of Morality</a>	KFSV/FORMO	6	summer	English
<a href="#">United States from Revolution to the Civil War</a>	HIU/AAUSA	6	summer	English
<a href="#">World Population Development</a>	KSOC/APOPD	6	summer	English
<a href="#">Writing a Scientific Paper</a>	USP/PATOD	3	summer	English

## WINTER TERM:

### A Short Course in Political Religions of the 20th Century

The spectacular rise of populist, authoritarian leaders across the globe in recent years has brought the notion of the “strong leader” into focus of the academics as well as the public once again. How can we account for the success of the rising “charismatic” leaders? The course aims to answer this question from the theoretical perspective of political religions. It will discuss theories that help us understand how the allegedly mesmerizing politicians come to power. It will offer an analysis of some of the most famous historical examples of political religions, and will reflect on what we can expect from leaders who claim to possess the ultimate cure for socio-economic problems.

### Arabic language 1

The student will be able to write and read Arabic words, understand simple sentences and perform simple conversation (greetings, simple expressions, etc.) in the classical language. The main topics are: 1-Arabic alphabet which showcases the main 28 Arabic letters and their forms, three secondary letters and their forms, -the usage 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.



### **Buddhism and Contemporary Societies**

Buddhism is considered one of the world's oldest religious traditions. Especially in last decades its popularity has been on rise also in countries outside Asia. The course draws on paradigms of classic sociology of religion. The goal of the course is to come to understand Buddhism and its diversity in contemporary world with a special focus on the phenomenon so called global Buddhism. Various globally dispersed Buddhist schools will be introduced such as schools of Tibetan Buddhism, schools of Pure Land Buddhism, schools of Zen Buddhism, schools of Nichiren Buddhism etc.). Students will study their teachings, history and place in contemporary world.

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

The student will be enlightened and exposed to the history of Central Europe after 1945 in the context of the historical development of different Central European countries. The orientation of this course is structured accordingly to internal development of the communist regime in Central Europe as well as according to important events in the whole Soviet block.

### **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, the 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 the central European model of social policy and its eclectic approach to social welfare.

### **Chinese Language 1**

Basics of phonetics and language grammar. Students will learn five basic language skills, such as - listening, speaking, reading, writing, including some vocabulary and grammar. Also some Chinese/Taiwanese culture and society topics will be shared on the classes. To get to know the basic of Chinese language.

### **Combation Corruption**

The course is structured as an introduction into the study of corruption and anti-corruption policies around the world. After the completion of the course, the student should have a good understanding of a) the roots of corruption and its variants in different cultures, b) the scholarly debate on corruption in different fields, c) the approaches and technologies we use to assess corruption on the national and the international level. In its first half, the course covers the development of research into corruption and its current progress. In the second half, students are expected to finish and shortly present their own 5-page analyses of selected corruption cases.



### **Conflict Resolution**

This course provides an understanding of the theory, concepts, methods and practices of contemporary conflict resolution. The aim of this course is to familiarize students with historical development of Conflict Resolution field and its current core of themes and debates. Students can expect to learn about causes of conflict, importance of human agency, peacemaking, peacekeeping, humanitarian intervention and post-conflict peacebuilding. This course will be focused on the theoretical understanding of conflict resolution and case studies of conflicts will be also analyzed in the course.

### **Consumption in the 20th Century - texts, images, commercials**

Since the 1980s, the history of consumption has developed into a rapidly growing research discipline. For example analyses of everyday history, dealing with everyday activities and use of objects, provided valuable stimulations. But also cultural-scientific research, focusing on the symbolic meaning and meaningfulness of buying, using and consuming goods and services, provided important contributions in this respect.

Within the course the students will be confronted with different approaches concerning consuming history (social and economic backgrounds, consumer critique, advertising history etc.). They will also learn to deal with and to analyse commercials (print, film). The students are asked to choose a topic and/or an object (commercial, good etc.), create a research question (thesis) and present their results (short presentation, paper).

### **Conversation in English**

To prepare students for internship at foreign universities.

Serious interest in employing acquired skills and knowledge for internship at foreign universities.

Regular attendance at seminars

Carry out all duties

Pass credit examination

- intersnhip arrangements
- professional CV
- application letter for mobility
- interview based on personal motivation
- application filling
- travelling
- booking tickets
- booking flights
- searching for accommodation
- proper stay at university campus
- Academic English
- Academic reading
- Resumé



### Conversation in German Language

To prepare students for internship at foreign universities.

- internship arrangements
- professional CV, application letter for mobility, interview based on personal motivation, application filling
- travelling- booking tickets, booking flights
- searching for accommodation
- proper stay at university campus - academic German, academic reading, resumé

### Czech Language for Foreigners I

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 first semester is focused on the beginner's studies and ability in grasping and grappling with the Czech Language.

### Czech Language for Foreigners II

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to continue introducing 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.

### Derechos humanos y democracia en América Latina

El objetivo de la materia es exponer y analizar las diferentes perspectivas teóricas existentes sobre la democracia y los derechos humanos, poniendo énfasis en la cuestión de su relevancia en el contexto latinoamericano. En este sentido las premisas y conceptos teóricos de origen europeo y latinoamericano serán examinados con respecto a la vida económica, política y social de América Latina. Mediante los conceptos como la calidad de la democracia, movimientos sociales, populismo o profesionalismo militar investigaremos cuales factores influyen más en la democracia latinoamericana.

### Dissent in Communist Central Europe

The aim of the course is to introduce to students the nature and political role of dissent movements in communist Central Europe. The first part of the course will focus on different nature of totalitarian/authoritarian communist regimes in the region, which profoundly influenced many aspects of early illegal political groups, movements, and their leaders. The second part will be devoted to an analysis of the dissent movements in the CEE. Last part of the course will deal with the role of dissent in the 1989 fall of the communist regimes and their influence on the first years of political life in the post-communist environment.

### 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?

### **Erosion in Archaeology**

The aim of this course is to get students acquainted with one of the biggest formation factors in archaeology. Erosion is a natural process and it affects without any discrimination our modern society as well as it used to meddle into all societies in the past and all artefacts that every man had ever made. On the ground of this fact erosion is a crucial part of transformation processes in archaeology. The impact of so-called erosion-accumulation processes never stops and even modern erosion is a hot issue in the field of archaeology. Its impact is beyond all doubt bilateral. On one hand we can see a destructive force trying to sweep all priceless archaeological heritage away. On the other hand it can cover and conserve other archaeological sites.

### **Ethical Theories in Social Work**

The aim of the subject is to extend and deepen knowledge in the area of ethics, with an emphasis on their application use in social work. The course is designed to strengthen the morally-analytical and reflexively-argumentative skills of students.

1. The importance of ethical theories for social work
2. Ethical concept of man
3. Deontology - I. Kant
4. Freedom and responsibility
5. Social ethics
6. Classic and phenomenological theory of values. Values and social work.
7. Human relationship in the context of ethics
8. Theory of fairness in the context of ethics
9. Ethics of concern
10. Models of ethical decision making
11. Bohemian ethics
12. Ecology - ethics - social work

Active work in a group - discussion, solving of assigned tasks

Composing and presentation of an essay on a given topic



### General Sociology

The course sets out four basic tasks for itself. 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 the basics of the Czech culture and social life as well as the social stratification of the Czech society.

### German Idealism and American Pragmatism

This course looks at the reception of German idealism by American philosophers in the nineteenth and twentieth centuries. Beginning with a survey of themes in Kantian and post-Kantian philosophy, we trace those themes as they were deployed and redeveloped by classical American pragmatists and their intellectual descendants.

### Historia y cultura política en México

Curso donde a través de un enfoque histórico se resaltan las claves políticas para explicar el panorama social mexicano de la actualidad. En un breve recorrido de fines del siglo XIX y a lo largo del siglo XX se ponen de relieve tanto la construcción como los elementos característicos del régimen mexicano y las “reglas no escritas” inherentes al sistema político.

### Historical and Political Development of Modern China

This course along with the students trace main paths of political, social and legal development of Chinese society from the start of the last Chinese dynasty in 1644 until the 2010s. Emphasis will be put on the detailed historical development of three consecutive eras. First, we will look at the dynastic era, where many structural features of today's China were firmly set in place. 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 since 1949.

### History of Yugoslavia from creation to collapse 1918-2006

Course would analyze the history of one of the state projects of twentieth century Europe, Yugoslavia. The course explores issues associated with identity and state formation across the century, national and ethnic conflict and reconciliation, war, civil war and peace, nation building, and the important and sometimes precarious position of this small state in international relations. Students will be introduced to the main peoples of Yugoslavia: Serbs, Croats, Slovenes, Montenegrins, Muslims, Macedonians, Albanians and the events and developments that led to their unification into one state in 1918. Students will learn how Yugoslavia was created after the First World War and its life in interwar period, its structure, weaknesses, political system, major events, international position, etc. Second part will be dedicated to Yugoslavia in Second World War, its collapse, dismemberment, occupation, resistance, collaboration, genocide, civil war, revolution and final change of ideological and political system achieved by the Yugoslav communists. The third part of the course will be dedicated to the second, socialist Yugoslavia after the 1945, its ideological and economic foundations, foreign policy, political



system, the resurgence of nationalism, the Wars for Yugoslav succession and collapse of the state and in the 1990s.

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

This course will focus on several themes connected to the changes brought by the integration of Central European states into Europe-wide integration processes. First, the course will deal with the 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. Last part of the course will be devoted to the consequences of the entry of the CEE states to NATO since late 1990s.

### **International Conference Event in Social Work**

The course is based on individual activity of enrolled students on the international conference organised by University Hradec Králové - Hradec Days of Social Work. The course is recommended for students of social work primarily, but open also for related fields of interest.

The course is one day event in the term of international conference hold in Hradec Králové. Requirements to pass the course: Personal individual participation on the conference event (no charge, no payments for international students). Creation of notes and active participation on discussion during the international section of the conference (the event will be hold in english). Subscription on conference presentation desk.

### **Introduction to History of the Czech Lands from the Middle Ages to the 1st half of the 19th Century**

The course is determined especially for students who have only basic information about history of the Czech Lands from the Early Middle Ages to the 1st half of the 19th century. Each lecture is focused on some part of Czech history: its political, economic, and cultural development. We'll aim our attention to the eminent personages of Czech history (e.g. rulers, thinkers, writers, architects, painters, scientists), too.

### **Just War**

Despite all the horrors of warfare in the history, most of us believe, that there is such a thing as a morally justified war. This course will develop this belief by studying ethical issues connected with the philosophical concept of the Just War Tradition. We will begin by examining two important schools of thought which object to the very idea of just war: pacifism and realism. In following sessions, we will consider the thoughts of various thinkers through the ages and examine their answers to the question "can war ever be just"? Given that in recent years the Just War Tradition has been facing new challenges we will also discuss current issues and ethical dilemmas that are associated to it (terrorism, humanitarian intervention etc.).

### **Latin American Politics**

This course is designed as a comprehensive introduction to the 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 the historical and contemporary information required for understanding of the evolution and current features of the development in Latin America.

### **Media, propaganda, politics**

At all times political powers used the media to spread information of their interest. People's attitudes were more or less successfully linked by official propaganda. Ideologies were strengthened, enemy images were created and fears were stirred up by media. World War I was the first audio-visual media war in history. All powers involved in the conflict used photography and film to instruct, enthuse and even manipulate the masses. Starting with the „Great War“ propaganda systems and ideologies in different historical epochs and political systems of the 20th century (World War I, Interwar period, National Socialism, Cold War) will be explored within the course. On the basis of reading and media samples (photo, press material, films) students learn about media strategies. By means of a case study they will finally investigate the story behind a photo, film, article or event (presentation and paper).

### **Medieval European History**

The student will acquire basic knowledge about the European Middle Ages and its primary sources. The student will learn how to analyze 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 civilization, Pontifical Primacy, Oversea Discoveries etc.) will be discussed using primary written sources.

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

The course is a comprehensive introduction to Migration and refugee problems in Sub-Saharan Africa. The aim of the course is to understand the dynamics, causes, and effects of refugee migration in the Sub-Saharan Africa. The thematic objectives of this courses are stratigraphically structured on the expositions of: the current dynamics of refugee's and rethinking a durable solution of curbing refugee migrations problems in Sub-Saharan Africa. In the end, students should have good knowledge and analytical abilities in contextualizing and proffering solutions to sub-Sharan refugee migration problems.

### **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 main 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 the 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.

### **Nonprofit Sector Law**

Students will deepen their knowledge about the development and situation of the nonprofit sector in the Czech Republic. They will obtain an orientation in the applied terminology, acquire the analytical work with sources and information about nonprofit sector, and practise the procedure of establishing a non-governmental nonprofit organization (NGO) as a part of the managerial competencies of a social worker.

### **North American Archaeology: Theory and Data**

The course has two connected goals. The first is to familiarize students with the history and theory of North American anthropological archaeology and the application of this theoretical approach to the study of human prehistory (and history). Theoretical foundations underlying research are fundamentally important, but often appear so obvious that students are unaware how their theoretical approach influences them, their selection of research topics, neglect of others, and how they are accustomed to seek certain kinds of explanations and ignore alternative ones. The history and theoretical approaches of archaeology in Europe and in North America are distinct, and a comparison between them gives students a critical perspective on both approaches and the opportunity to select the best of each.

The second goal is to familiarize students with some of the most fundamental developments in North American prehistory and with the application of an anthropological archaeological approach to research on these topics. Fundamental themes are: 1) the dating and mode of colonization by the first human populations in America, 2) the lifeways of the first populations, 3) the evolution of agriculture in North America, and 4) the evolution of sociopolitical organization and the origins of social hierarchy. These developments in America have worldwide parallels, and students will learn a comparative anthropological approach to these prehistoric developments.

### **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.

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

The course is structured as an introduction to 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).

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

This course deals with political systems of Central European countries after World War II. 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. the Czech Republic, Hungary, Poland and Slovakia. This region is studied within a wider comparative perspective which enables comparison with other post-communist European countries.

### **Psychohygiene in Social Work**

#### **1. PSYCHOHYGIENE**

Definition of the concept; Origins and development of the field

#### **2. MENTAL HEALTH SUPPORT**

Model of mental health support, Prevention, Health protection, Health education, Basic determinants of mental health, Principles of healthy mental lifestyle, Self-discovery and self-education, and Risk factors



### 3. STRESS AS A RISK FACTOR OF MENTAL BALANCE

Basic concepts, Stressors, Stress reaction, Manifestation of stress (physiological, emotional, and behavioral), Acute stress vs. Chronic stress, Dealing with stress, and Coping

### 4. BURNOUT SYNDROME

Burnout syndrome, Moderating factors

#### **Social Economy**

Students are going to acquire orientation in economic issues at macro and micro level. They will learn the basic principles of economic way of thinking, which will help them to understand the economic and social processes that are going on in society. They will understand the importance and potential position of social entrepreneurship in the processes of public benefit organizations (state-funded and non-profit). They will get to know the examples of social companies abroad and in the Czech Republic. They will learn to make and evaluate a business plan.

#### **Sociology of Religion**

What is religion and how can we study it? Is there a general decline in religiosity or is religious life in contemporary societies on its rise? The course provides an overview of possible answers to these questions from a sociological perspective. The students will be introduced to the historical context in which the discipline was established and its development. We shall discuss classic theories of the relationship between religion and society as well as new trends in the study of religions.

#### **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.

#### **The Balkans and long 19th Century: Emergence of nation-states**

In this course we will investigate the emergence of Balkan nation-states and their political, social, economic and cultural development until the First World War 1914-1918. The course's focus will therefore be onto the nation-states that primarily make up the area known as "the Balkans": Albania, Kosovo, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Macedonia, Montenegro, Romania, Serbia, and Slovenia. In early 19th century most of the Balkan area was under the rule of two multi-ethnic and multi-religious empires - Ottoman Empire and Habsburg Empire. Beginning with the Serb uprising against Ottoman rule in 1804, the 19th and early 20th centuries witnessed a long period of nation building processes that resulted with the creation of the first nation-states.



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

The course introduces students to the problem of the 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 state policy. The main attention will be paid to the situation of communist Czechoslovakia in the context of the development of the whole territory of the European communist influence.

### **The Idea of Race**

This course will examine the idea of race in historical and anthropological perspective. We will consider the interpretation of racial differences in 18th and 19th century Europe and America as well as 20th century anthropological critiques of the concept of race that argue that races are cultural constructs with little connection to biological variation. How did the idea of "natural" races arise, and how and why, despite key scientific flaws, does it persist? We will examine how racial categories have changed from one geographical region to another and through time and how these categories are used in biomedical research today. We will consider some aspects of biological variation (such as skeletal anatomy, skin color, abnormal hemoglobins, body proportions) that do vary geographically and begin to understand how the distributions of these biological characteristics do or do not correlate with one another. We will explore how modern understandings of biological variation become intertwined with race and how social and economic conditions associated with racial categories can affect health and well-being. Students will finish the course with an understanding of how human biological variation and diversity have been characterized in the past, how an anthropological critique of race creates a new way of understanding both cultural categories of people and human biological variation and how social and cultural categories of race have significance for human health and well-being.

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

1. - 3. The Seal in European History and its development
4. - 7. The description of the seal & its external and internal characters
8. - 10. The Seal as a legal and diplomatic mean
11. The Seal as a mean of self-presentation
12. The Seal as a symbol
13. The forgery of the Seal

### **Theory of Welfare**

The course starts with an analysis of the theoretical interpretations of the emergence and development of welfare state - the so called supply-side and demand-side theories. The subject examines the historical context of the emergence of welfare state from the perspective of major (political) ideologies of welfare. The contemporary relevant ideologies of welfare (social welfare) will be examined on the basis of the previously defined main characteristics of the ideology and the criteria of the ideology's significance. The teacher will go through traditional ideologies of welfare - liberalism, Marxism, and also late-modern ideologies of welfare - feminism, ideology of the Greens, and





contemporary ideology of social democracy. All ideologies will be mentioned with regard to the interpretation of the emergence and current development of welfare state.

Great attention will also be paid to the current situation of welfare state, i.e. the process of its modernization, flexibilization of labour, and other current development tendencies (recalibration, recomodification,?). All this is on the basis of the previous more thorough studies of the mutual relation between the market, State, and civil sector within the so-called triangle of affluence.

### **US Foreign Policy**

The goal of the course is to introduce main traditions and history of foreign policy of the USA. The cornerstone of the course is understanding to the main traditional positions in American debate on foreign policy with focus on the contemporary debate. Students will be also introduced to the history of the relations to the other regions like Europe, Sub-saharan Africa or Latin America. In the end students should be able to understand why certain political ideas evolved and what is behind today political development.

### **Youth and Communist Parties in East, Central and Southeast Europe after the Second World War**

The course focuses on examining some key issues related to the attitude of communist parties towards young people and their efforts to strengthen their influence on the young generation in the first decade after World War II. Particular attention is paid to the Soviet Union and several other countries under the Soviet influence, including Czechoslovakia. The importance of youth increased soon after WWII, as it was necessary to begin restoring the economy and infrastructure of the countries devastated by the war. The large number of volunteers among young people (about 18 years of age and older), who might have regarded the task of restoring their country as their patriotic duty, was advantageous for economy and it also represented an opportunity to influence the relationship of individuals to the new regime in communist countries. According to the Soviet model, the protagonists of the new regime in Czechoslovakia and in the other countries under the Soviet influence, sought to attract as much young people as possible by promoting and supporting voluntary work in order to get them involved in the rebuilding of the country. They saw in these young, devoted, and disciplined people, among other, important base for their future power. The proposed course will be organised as a seminar with active role of students in analyses of texts and materials regarding this topic.

## **TWO-WEEK COURSES OF FOREIGN EXPERTS**

### **Power sharing and Democratic Stability of Ghana's Fourth Republic**

Course of expert from University of Ghana (Accra-Legon, Ghana), prof. Nene-Lomotey Kuditchar. Annotation: The quest for democratic stability eluded successive governments in Ghana until the inception of the Fourth Republic in 1993. The Independence Constitution (1957), modeled along the lines of the Westminster system was replaced in 1960 by the First Republican Constitution based on a Presidential system of government. The First Republican order, aborted in a coup d'état in 1966, was replaced with a bi-cephalous system of government in 1969 after an election held in the same year.



The ensuing Second Republic was also aborted in a military coup in 1972. The junta established at the time was also removed in 1979 in a political implosion, which stands up to this day as the bloodiest phase in the country's political history. The next attempt at democratic governance was made with the inauguration of a Presidential based system of the Third Republic in 1979. This was also terminated by another coup in 1981. The period between 1981 and 1992, which turned out to be the most politically stable in the post independence era provided the foundation for the Fourth Republic, which so far has proved to be the most resilient democracy in the country. This is a unique development.

Using a diachronic approach, this course seeks to contextualize the principle of power sharing in Ghana's democratic system and in the process attempt to uncover the underlying mechanisms that may have contributed to the stability of the Fourth Republic. Against this background, the course will be hinged on the broad themes below:

1. The conceptual framework: power sharing and democratic stability.
2. An overview of attempts at democratic government in Ghana: 1957-1992.
3. Constitutional features of the Fourth Republic.
4. Mechanisms of democratic stability: Elite Consensus and Restricted Plebian Power.

#### **Latin America: Politics, Society and Democracy**

Course of expert from Pontificia Universidad Católica del Perú (Lima, Peru), prof. Jorge Aragon. Annotation: The proposed 16-hour course focuses on recent political and social changes in Latin America (LA) and its impacts on democracy and democratization. The course has three objectives: (1) provide students a general Framework to understand the most important and current political and social changes in LA, (2) share with students an overview of the future of democracy in LA, identifying different possible scenarios, and (3) encourage students to identify research problems in the field of Political Science that can build on current literature and case studies on democracy in Latin America.

Proposed topics for this course include:

1. Cycles of electoral democracy in Latin America
2. The institutional context: institutional (formal) designs and informal institutions
3. Elections, electoral behavior and political parties
4. Political culture and public opinion
5. State capacity and reforms
6. Social movements
7. Challenges to democracy
8. Balance and wrap-up

#### **Representación Política y Gobernanza en los Países Andinos. Una mirada a las crisis de las Democracias en Suramérica con énfasis en Colombia**

Course of expert from Pontificia Universidad Javeriana Cali (Santiago de Cali, Colombia), prof. Alejandro Sanchez Lopez de Mesa.

Annotation: El Curso analiza las transformaciones que experimentan la Representación Política y la Gobernanza en América del Sur, enfatizando en la caracterización del caso colombiano. Se pregunta por las razones de la débil institucionalización de sistemas de partidos, por la eficacia de los intentos



por hacer frente a la debilidad estructural del Estado Colombiano, y por la vitalidad de demandas de inclusión no mediadas por los partidos. La asignatura apuesta por el estudio de caso para explorar los procesos de construcción de sistemas políticos en condiciones de precariedad institucional.

### **Politics and Society in Africa, with the Nigerian Perspective**

Course of expert from Nile University of Nigeria (Abuja, Nigeria), prof. Kemal Ozden.

Annotation: In this lecture main topics on political and social debates on Africa are discussed with the case studies of Nigeria. Those topics include: general perspectives on African politics; pre-colonial politics; colonial domination; the British indirect rule; the French rule by assimilation; pan-Africanism and nationalism in Africa; military politics in Africa, urbanization in Africa, politics and society in Nigeria; state and government in Nigeria; insurgencies in the Africa's Sahel Region; religious fundamentalism in Nigeria; civilian policies of restoring and keeping peace; migration and sustainable development in Nigeria; poverty elimination in Nigeria.

### **Desafíos de la Integración Centroamericana**

Course of expert from Universidad Nacional Autónoma de Nicaragua (León, Nicaragua), prof. Denis Iván Rojas Lanuza. Annotation TBA.

### **Social Policies and Social Service Delivery**

Course of expert from Sangmyung University (Seoul, South Korea), prof. Young Hong. Annotation TBA.

## **SUMMER TERM:**

### **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

### **Buddhism and Contemporary Societies**

Buddhism is considered one of the world's oldest religious traditions. Especially in last decades its popularity has been on rise also in countries outside Asia. The course draws on paradigms of classic sociology of religion. The goal of the course is to come to understand Buddhism and its diversity in contemporary world with a special focus on the phenomenon so called global Buddhism. Various globally dispersed Buddhist schools will be introduced such as schools of Tibetan Buddhism, schools of Pure Land Buddhism, schools of Zen Buddhism, schools of Nichiren Buddhism etc.). Students will study their teachings, history and place in contemporary world.

### **Central Europe between two World Wars (1914-1945)**

The student will be enlightened and exposed to Czechoslovak history in the interwar period in the context of the historical development of other Central European countries. The lectures will be focused



on historical development, problematic of Czechoslovak borders, diplomacy, minorities, political parties and so on. The students will be also able to explain the situation of Czechoslovak and Central European states in the interwar period.

### **Central European Cultural History**

The subject encompasses an overview of Central European cultural history since the late-18th century. The main attention is paid to architecture and the fine-arts as conveyors of the general concepts as well as in literature, philosophy, music. Problems are demonstrated at the background of the socio-political situation, chiefly linked to the ideology of the particular period.

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

Theoretical interpretations of the emergence of the welfare state the so-called supply and demand theories. The historical context of the emergence of the welfare state from the perspective of the main (political) ideologies of welfare. The discussion of the current welfare ideologies is based on the previous definition of principal features of an ideology and the criteria of its importance. The course presents the traditional welfare ideologies liberalism, conservatism and Marxism as well as the late modern ideologies feminism, Green Politics and the contemporary ideology of social democracy. All theories are presented in connection with the interpretation of the emergence and current development of the welfare state. Special stress is in the central European ideology of welfare, mixture of approaches and eclecticism.

### **Chinese Language 2**

Students will learn five basic language skills, such as - listening, speaking, reading, writing, including some vocabulary and grammar. Also some Chinese/Taiwanese culture and society topics will be shared on the classes. To get to know the basic of Chinese language.

### **Conversation in English**

To prepare students for internship at foreign universities.

Serious interest in employing acquired skills and knowledge for internship at foreign universities.

Regular attendance at seminars

Carry out all duties

Pass credit examination

- intersnhip arrangements
- professional CV
- application letter for mobility
- interview based on personal motivation
- application filling
- travelling
- booking tickets
- booking flights



- searching for accommodation
- proper stay at university campus
- Academic English
- Academic reading
- Resumé

### **Czech Language for Foreigners I**

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 first semester is focused on the beginner's studies and ability in grasping and grappling with the Czech Language.

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

The seminar focuses on teaching the Czech language to foreign students. The aim of the course is to continue introducing 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.

### **Czech prehistory and archaeological heritage visible on the surface**

The aim of this course is to introduce the whole prehistory of Bohemia on the basis of archaeological heritage that is still visible on the surface. Students will be introduced into the issue of non-destructive archaeological survey and they will see what relicts can be observed in modern-day terrain. Major characteristic and development of main archaeological cultures with the overt emphasis on all immovable artefacts are crucial parts of this course as well. The theoretical parts are well-complemented by examples of real visible above-ground structures from Bohemia.

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

The aim of the course is to introduce to students the nature and political role of dissent movements in communist Central Europe. The first part of the course will focus on different nature of totalitarian/authoritarian communist regimes in the region, which profoundly influenced many aspects of early illegal political groups, movements, and their leaders. The second part will be devoted to an analysis of the dissent movements in the CEE. Last part of the course will deal with the role of dissent in the 1989 fall of the communist regimes and their influence on the first years of political life in the post-communist environment.

### **Economic 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. The 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 the transformation process in above-



mentioned countries; followed by the analysis of the economic analysis of the countries aforementioned.. This analysis contains the development of basic economic indicators in these countries before the transformation and after the transformation.

### **Evaluation of Social Programmes**

The Evaluation of Social Programmes subject is based mostly on textbooks written in English language. The introduction of the course covers the basic terminology, defines the scope of evaluation research, and explains the difference with the so-called "basic" (academic) research.

The subject deals with the so-called "summative" as well as "formative" evaluation, and puts both of these types into the context of relevant research tools, which can be used during their implementation. It mentions the cycle (phase) and implementation of social programme, and defines possible evaluative purposes in individual phases of the formation and implementation of social programme (policy).

The next part of the subject focuses on various theoretical approaches to evaluation (or evaluative research), and various methodological directions based on pragmatism, positivism, and also interpretative research paradigm.

The methodological part of the course pays attention to common research tools of social sciences, as well as experimental (or more precisely quasi-experimental) research design.

The last part of the course focuses on the topic of the use and usability of valuation (evaluation research) findings, and also presents the essential requirements of the final report of evaluation and the ways of its dissemination among the key receivers of the findings (the so-called stakeholders).

### **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.

### **General Sociology**

The course sets out four basic task for itself.. 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.

### **History of Czechoslovakia after 1945**

This Course is primarily targeted to foreign students. The course will be taught in English language only.

The main goal of this course is to present the specific problem of Czechoslovakia after the World War II in a international context of a) Central Europe, and b) Great Powers' interests, policy and diplomacy.



The student will be acknowledged with Czechoslovak history after 1945 in the context of historical development of other Central European countries. The structure of this class is oriented according to internal development of the communist regime in Czechoslovakia as well as according to important events in the whole Soviet block.

### **Information and Communication Technologies**

The main aim of the course is to acquaint students with the hardware and software. It will focus on the current trends in ICT. Information and communication technology of today's modern world to the past. Explanation of the basic technical principles of computer activity. Gaining knowledge for qualified choice of hardware, overview of the software. An overview of modern trends and possible future development of ICT.

The course will be held only in e-learning form.

### **Institutions and Politics of EU**

The aim of this course is to provide basic information on the institutional framework of the European Union and selected policies. The first part of the course will focus on the EU institutional framework, different theories and conceptualizations of the European Union as a political system and on the basic institutions (such as Commission, EU Parliament) that make up the European Union. The second part of the course focuses on selected EU policies (e.g. foreign and security policy, single market, economic and monetary policy, etc.). For each policy we will focus on their emergence, development and current state, including related current policy discussions. Completing this course, students should gain insight into the functioning of the European Union, including topics and agendas falling within the EU's sphere of competence.

### **Intellectual life in the Czech lands in 16th – 19th Centuries**

Conducting a research into the historical scholarship in Early Modern Europe is difficult because many of the key figures are yet to be studied. Besides, our knowledge remains limited to a small number of the texts produced by a small percentage of those who concerned themselves with antiquity. Yet the goal of the subject is to give information about the topic in general, about its main traits in Western, Central and East Central Europe.

### **Just War**

Despite all the horrors of warfare in the history, most of us believe, that there is such a thing as a morally justified war. This course will develop this belief by studying ethical issues connected with the philosophical concept of the Just War Tradition. We will begin by examining two important schools of thought which object to the very idea of just war: pacifism and realism. In following sessions, we will consider the thoughts of various thinkers through the ages and examine their answers to the question “can war ever be just”? Given that in recent years the Just War Tradition has been facing new challenges we will also discuss current issues and ethical dilemmas that are associated to it (terrorism, humanitarian intervention etc.).



### Management in Social Work

The subject provides students with better orientation in the area of management of the non-profit organizations that deal with social work. It deals with the characteristics of non-profit sector's individual entities, personnel management of manager's personality, provided services, obtaining of financial resources, marketing, and also modern trends in management. It's based on the knowledge of human resources, psychology, law, economics, and other subjects.

### Mediation

1. Conflicts and disputes (conflict situation as a challenging life situation, types of conflicts, causes of conflicts, ways of solving conflicts, directive vs. consensual way of solving conflicts, conflict as a subject of mediation)
2. Mediation (definition of mediation, inspirational sources, philosophical, psychological, sociological, and legal grounds of mediation, types of mediation, relationships in mediation, mediator's position, mediator's role during mediation, legislative anchorage, appropriate and inappropriate cases for mediation, international context)
3. Principles of mediation (voluntariness, trust and confidentiality, conversion of competition into cooperation, orientation on the future, understanding of differences, alternatives - searching for new opportunities, impartiality, neutrality, freedom of decision-making, assumption of responsibility)
4. Stages of mediation (agreement on mediation, understanding of problems, formulation of possible solutions, reaching an agreement, implementation of an agreement, ways of ending a mediation, goals of mediation)
5. Principles of constructive negotiations, ways of dealing with clients (focusing on interests, not positions, types of interventions, active and passive communication techniques, techniques specific to mediation)
6. Family mediation (family mediation vs. divorce mediation, participants of family mediation, specifics of family mediation, principles of family mediation, participation of a child in mediation)
7. Mediation in criminal law (principles of restorative judiciary, The Probation and Mediation Service of the Czech Republic, specifics of mediation in criminal law, work with apology)
8. Approaches in mediation, mediation styles (directive vs. liberal style, facilitative vs. evaluative style, solution orientation vs. change orientation, education of mediators, The Association of Mediators in the Czech Republic, The Ethical Code of Mediators in the Czech Republic - mediator's obligations to parties, mediator's obligations to colleagues, moderator's obligations to the profession, mediator's obligations to society)
9. Practice of model situations focused on acquiring the basic skills of a mediator (family mediation, mediation in criminal law)

### Medieval Scandinavian History

The Course focuses on some selected aspects of Scandinavian Middle Ages - especially 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 a 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.





### **Methodological Aspects of Research in Central Europe**

Central Europe is a very specific concept that has been variously changed in the course of European history. The course is based on the explanation of different methodological approaches to Central Europe. It will be also focused on important concepts, ideas and phenomena that formed the region and its self-determination as nationalism, political ideologies, visions of the future commemoration etc. The main goal of the course is to show the complementarity of different methodological approaches as well as to provide a historical introduction to the concept of Central Europe.

### **Movimientos sociales en América Latina**

Este curso aborda el tema de los movimientos sociales en América Latina y consiste en dos partes básicas. La primera parte presentará diferentes perspectivas teóricas respecto a los movimientos sociales y su definición. En este respecto el objetivo principal es exponer y analizar las condiciones (des)favorables de nacimiento, (des)movilización y resultados de los movimientos sociales. El énfasis especial se pone en la relación entre el movimiento como el principal desafiador del sistema social, político, económico o cultural existente y estado como el principal destinatario de los reclamos sociales. En este respecto el concepto clave es la institucionalización de los movimientos sociales, es decir su acercamiento a las estructuras estatales y vamos a examinar cómo la institucionalización impacta en la dinámica del movimiento mismo. La cuestión principal que se examinará es cómo el movimiento puede procurar los cambios revolucionarios/transformadores desde dentro de las estructuras estatales que intentan naturalmente preservar la lógica de los sistemas dominantes existentes. En la segunda parte se expondrán los casos empíricos de los movimientos sociales en América Latina. En este sentido se analizará su trayectoria mediante los conceptos introducidos en la primera parte. El objetivo principal de esta parte es comprobar la relevancia de los conceptos en el contexto latinoamericano. La principal atención se pondrá al movimiento indígena originario, movimiento campesino y otros movimientos. La parte integral del curso será el tema de la protesta callejera (política y social) como la estrategia primordial, aunque no única, de los movimientos sociales. En este conjunto se presentarán varios ejemplos de las movilizaciones sociales, los reclamos principales de los movimientos y sobre todo resultados de sus actividades con el fin de llegar a entender mejor las condiciones que facilitan o al contrario obstaculizan no sólo los cambios fundamentales aspirados por el movimiento sino también su mantenimiento y supervivencia en el tiempo. Con este propósito se utilizarán también los videos, discursos y otros materiales alternativos de aprendizaje.

### **Non-state armed groups in Africa**

The course will enhance the understanding of Non-state armed groups in Africa. It is structured to explore themes such as, the factors responsible for self-help by groups, Ethnic insurgencies & militancy (case studies), Demobilization Disarmament rehabilitation and reintegration (DDR) and Negotiating peace agreements. The course will be part lecture and seminar. Participant are expected to explore a number of topic assigned to them through readings, classroom discussions and lectures. The overview of cause and consequences of non-state armed group will be critically examined based on historical and current dynamics.



### **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.

### **Political Corruption in Latin America**

The course deals with the phenomenon of corruption, especially political corruption in Latin America. The course introduces the main forms of corruption, covers corruption scandals and their impact on Latin American politics and society (mainly voters) and provides overview about measuring corruption, anti-corruption strategies, organizations and programmes.

### **Political Geography of Central Europe**

This course provides an understanding of the theory, basic concepts, methods and practices of political geography and their application to the region of Central Europe. This course focuses on the geographical factors that fundamentally influence political processes in the given area and introduces students to the regional and international relations of Central Europe. The aim of this course is to familiarize students with the close relationship between territoriality and politics, the specifics of the historical and political development of Central European countries, definitions and geographical characteristics of the Central European area. Students should be able to analyze geopolitical position of the region and its changes in the context of the international situation and to discuss current issues of international affairs in their Central European dimension (e. g. integration, migration, demographic trends etc.).

### **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.

### **Pragmatist Approaches to Metaphysics**

Course of expert from University of Pittsburgh (USA), prof. Preston Stovall, annotation TBA.

### **Prague: a Historical City in Eastern Central Europe**

The goal of the subject is to provide information about the capital of the Czech Republic from a historical and cultural point of view. That means not only to explain Prague historic as well as political significance from the Middle Ages to the present but also to describe the city as a crossing point of



cultures and religions in the region. The intersection has been visible through architecture as well as the environment.

### Reflections on Totalitarianism

Nazism and Stalinism represent the most tragic period of modern European history. This course is devoted to the philosophical and literary reflection of these two historical phenomena. How was total dominion over the human enabled? What was the experience of those living under totalitarian or post-totalitarian rule? Were there any differences between Nazi and Stalinist regimes? We will seek the answers to these and similar questions together with great thinkers and authors such as Hannah Arendt, Timothy Snyder, Václav Havel and Milan Kundera. 80 % attendance to the seminary and a 4-8 page paper are mandatory requirements for receiving course credit.

### Scandinavian Politics

This course deals with politics in Denmark, Norway, Sweden, Finland, and Iceland. It covers description and analyses of politics in Nordic region and comparison of similarities and differences among particular countries. Several topics are included: introduction of the region, nation-building and state-building processes, constitutions, institutional structure (with focus on executive and legislative branches of power), party systems, corporatism, welfare states, and attitudes towards the European integration. The course seeks to explore whether the Nordic model as a specific type of political system exists, and if yes, how to characterize such a model.

### Social Work in International Context

Main purpose: To strengthen the European Social Work education by offering the students a blended-learning-based course on SW in international context and to conduct the course in internationally organized context.

Aim: Establish an international context of joint learning of cross border/ international/ global SW issues for the students and train the teachers to use blended methods, i.e. ICT-supported in combination with face-to-face interactive forms of teaching and learning.

Competences: Knowledge of epistemology of SW in international context, of multiculturalism, participation, human rights, citizenship etc., of contemporary social problems (poverty, immigration, unemployment, social exclusion etc.) related to the international context of SW science and profession. Research methods, work models and skills of using the above mentioned knowledge in establishing and maintaining constructive, collaborative, empowering communication in SW projects related to the course. Use of blended learning - ICT forms of learning and of project group work - in international context. Ground ethos, values and ethical sensibility in addressing and collaborating with the target population groups with social problems related to the international perspective. Critical reflection of the concepts, methods and skills of one's research and direct SW practice in international context.



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

The term of post-socialism 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 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.

### **Sociology of Religion**

What is religion and how can we study it? Is there a general decline in religiosity or is religious life in contemporary societies on its rise? The course provides an overview of possible answers to these questions from a sociological perspective. The students will be introduced to the historical context in which the discipline was established and its development. We shall discuss classic theories of the relationship between religion and society as well as new trends in the study of religions.

### **The Heritage of Antiquity and Christianity in Central-European Culture**

The subject focuses on selected chapters from the central-European culture, especially those where the legacy of the Antiquity and Christianity is evident (history of institutions and ideas, the history of art, architecture and literature). These topics will be explained at the beginning of the course: ancient systems of chronology and writing, the idea of the state, systems of government and law, mythology and ancient religions. Then attention will be paid to the birth of Christianity and its beginning in Europe, to the literature of the antiquity and its reception from the Middle Ages up to the Modern Times. Architecture and art of the antiquity and their reception especially in the Renaissance and Classicism will be the subject-matter of the second half of the course as well as the discovering of the antiquity (the birth of Classical Studies; intentional connecting to the antiquity; abusing the antiquity by ideologies of the 20th century).

### **The History of the Book in the Czech Lands**

This lecture is focused on the development of manuscripts, incunabula and early printed books, especially in the Czech lands. Students will familiarize themselves with the development of the writing, writing materials (papyrus, parchment and paper), binding, decoration (illuminated manuscripts) and manuscript types (handwritten books can be classified also by their content – e.g. law manuscripts, liturgical manuscripts, learned manuscripts).

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

The course focuses on the Hussite period - an important turning point in 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 scholarly literature.



### **The ideological struggle in Latin America during Cold war**

The incidences of Cold War were not limited only to the two main nations involved. The influence of that historical process had consequences in the whole world and its intensity, in some regions, were not only ideological but meant guerrillas and physical conflicts, such in Latin America. In this course, using an historical approach, we construct explanations about the consequences in this region from the ideological struggle between USA and the Soviet Union.

### **The Origins of Morality**

In the history of philosophy, morality was often understood as a cultural tool that was supposed to help us follow the rules of society; it was a metaphorical veneer that covered our actual, brutish nature. On the other hand, modern evolutionary biology describes morality as a social instinct that was shaped by the natural selection and that we even share with some animals. By reading and discussing texts by the selected authors the class will try to make sense of this apparent controversy and discover what is the nature of morality.

### **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.

### **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 and it is expected to reach 9 billion by 2050. Some populations already finished the proces of demographic revolution, and others just entering it. Demographic revolution is associated with population growth and its ageing. Most developed countries has recently been undergoing different situation from the rest of the Word, characterized by postponing parentage as well as preference of smaller families.

### **Writing a Scientific Paper**

The subject is a methodical guide to writing scientific texts. It stresses the importance of scientific publications for a scientific activity in professional social work. By means of the most typical example of an article intended for publication, the subject provides a step-by-step demonstration of the most important stages of writing a scientific paper. In the end, there will be described and carried out a review proceeding within a work group (peer view).

The aim of the subject is to familiarize students with the basic principles of writing scientific texts of various formats. The aim is to further support students in the real publication performance by listing



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the publication opportunities in the field of social work. The applied aim of the subject is to offer the best scientific articles to academic journals. The practical aim of the subject is to prepare and realize two review proceedings of a scientific paper among students (peer review), and justify the paper in a group with a response to classmates' reviews.