

Information list of a subject

<b>University:</b> Bratislava International School of Liberal Arts (BISLA)	
<b>Faculty:</b> n/a	
<b>Subject code</b> IR/P 351	<b>Subject name:</b> Enemies, Neighbors, Friends: Ethnic conflict, History, and Memory in Central Europe
<b>Type, scope, and method of educational activities:</b> Two weekly meetings of 90 minutes each, amounting to 42 hours total. Every week, the first meeting takes the form of a lecture and the second, of a seminar. (full-time form)	
<b>Number of credits:</b> 6 ECT	
<b>Suggested semester:</b> Fall semester	
<b>Level of studies:</b> 1	
<b>Conditional previous subjects:</b> no prerequisites	
<p><b>Requirements for the course:</b> Course evaluation (%): A – excellent: 100-93%, B – very good: 92-84%, C – good: 83-74%, D – satisfactory: 73-63%, E – sufficient: 62-51%, Fx – fail: 50-0%.</p> <p>Passing the course assumes that the student was not absent at more than four class sessions. <b>Late arrival is marked as a “tardie.”</b> Three tardies equal one absence. If the student has to miss <b>more than four classes</b>, it <b>has to be consulted with the Studies Coordinator ahead of time.</b></p> <p><b>Missing more than 15 minutes of class is considered an absence.</b></p>	
<b>Learning outcomes:</b>	
<p>Course description: Enemies, neighbors, friends: Ethnic conflict, history, and memory in Central Europe is an interdisciplinary and somewhat personal look at the complicated legacies of the intertwined past and its impact on the political discourse, culture, and institutions today. The past is engaged through primary and secondary sources, movies, field trips, and personal research, providing an array of learning opportunities for diverse types of learners. Students are invited to contemplate the complexities of their own identities as residents of this region.</p>	
<b>Learning</b>	<b>Evaluation</b>

<b>outcomes</b>	
Three-dimensional perspective taking on identity	Personal investment in social roles research in class and within own family
Democratic values	Short in-class assignments Final project
Identity – impact of the big history on own personal histories	In-class and within family research on social roles Final project Presentation
Impact of cultural memory and cultural trauma on political discourse and behavior	Own research with presentation Final project
Realizing the complexity of history and selectiveness of memory	In-class assignments Own research with presentation Final project

**A brief outline of the course:**

1. Narrative approach
2. Memory and trauma
3. Use and misuse of memory
4. The century of ethnic cleansing  
Census and national identities
5. The century of ethnic cleansing  
Sudetan Germans
6. The century of ethnic cleansing  
Exchange of Hungarian population  
Komárno field trip
7. READING WEEK
8. Memory regime
9. Narratives of the past

10. Legislating the past  
Lustrations, trials, institutions
11. Social roles  
In-class and at-home research
12. Social roles  
In-class and at-home research
13. Topic of choice
14. Topic of choice

### Recommended readings:

Alexander, J. (2004). Cultural trauma.  
 Aly, G. (2014). *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust* (J. S. Chase, Trans.). Henry Holt and Company.  
 Bibó, I. (2015). The miseries of East European small states. In I. Z. Dénes (Ed.), *The art of peacemaking: Political essays by István Bibó* (130--180). Yale University Press.  
 Hesová, Z., & Slačálek, O. (2021). *Central European Culture Wars: Beyond Post-communism and Populism* (P. Barša, Z. Hesová, & O. Slačálek, Eds.). Faculty of Arts, Charles University.  
 Kundera, M. (April 26 1984). *Tragedy of Central Europe*. (Transl. E. White) *New York Review of Books Vol 31*(7).  
 Moskalewicz, M., & Przybylski, W. (Eds.). (2019). *Understanding Central Europe*. Routledge, Taylor & Francis Group.  
 Ricoeur, P. *History, Memory, Forgetting*.  
 Rupnik, J. Coming to Terms with the Communist Past: The Czech Case from a Comparative Perspective. *Atlas of Transformation*.  
 Swartz, S. (2016). *Another Country: Everyday Social Restitution*. Human Sciences Research Council.

### Movies:

[Tisícročná včela](#)

The Long Road to War (doc., Netflix)

Habermann/ Južná pošta/ Adelheid (Apple TV)/ Kočár do Vídně

Deutschland 86/88/89 series

Unbearable Lightness of Being

The Lives of Others

The Auschwitz Report

Closely Watched Trains (Apple TV)

[Sudety](#) (doc., YouTube)

[Samoty](#) (doc, YouTube)

**Language of the course:** English

### Notes:

### Evaluation

Labor Contract, self-evaluation, mid-term and end-semester consultation

Assignments: three in-class short assignments, final project, Research on social roles in class, research on social roles within family, in-class presentation on selected topic (flipped classroom)

Total number of evaluated students:

A	B	C	D	E	FX
(percentage of students who got A)	(percentage of students who got B)	(percentage of students who got C)	(percentage of students who got D)	(percentage of students who got E)	(percentage of students who got FX)

**Instructor:** Mgr. Dagmar Kusá, PhD.

**Date of the last change:** August 21, 2024

**Approved:** Prof. PhDr. František Novosád, CSc.