



THE NATIONAL UNIVERSITY
OF "OSTROH ACADEMY"

• Visegrad Fund



The Comparative Study of Democratization:
**Transition Politics in V4 countries
and Ukraine**

fall semester, 2017/2018 academic year

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The course is focused on comparative analysis of transition politics in V4 countries. The topics are selected in a way that allows students to obtain first the basic survey and comparative methodological basis about political systems, political institutions and processes in Visegrad group countries.

In the second part, course is organized as a set of seminars devoted to particular issues in contemporary European politics using selected country-studies as examples and background for in-class discussion. At the end of the course the students shall become familiar with comparative methods in the analysis of political systems, political institutions and processes that are typical for the developed V4 countries. First, students get basic introduction to the issue of system comparison of democratic states, including basic classification and typology of democratic systems (parliamentary, presidential, direct democracies). While special attention will be paid to political changes in the region after 1989, major social and economic developments will be discussed as well. Students will thus familiarize themselves with a complex set of issues that have influenced the current way of life in the studied countries (V4 countries and Ukraine). Finally, the position papers written in this course shall improve the abilities of students in the comparative-oriented research and writing. Student will also be able to assess the main challenges and to discuss key issues of contemporary European politics, for example: How were these countries influenced by EU accession? What difficulties did they meet on their road to democracy? What are the main trends in their current political, social and economic development? Answering such a wide range of questions requires usage of analytical tools of both political science and contemporary history approaches.

At the end of the course students should be able to assess the relevance of the concept of Central Europe. They should understand the internal political dynamics of CEE countries and explain its periodization. Generally, students will have an methodological tools to analyze the main trends of economic, social and political development in CEE and compare the different pathways of development in the studied countries.

The course is based on combination of lectures and seminars. Lectures will introduce basic notions, concepts and techniques of comparative politics research. Seminars will be based at class discussion concerning particular country case studies in comparative perspective.

General Information:

ECTS credits:	3 (90 hours)
Lectures:	36 hours
Seminars:	16 hours
Self-learning (scientific project):	36 hours
Consultation before final assessment:	2 hours
Hours for lectures/seminars in a week:	3
Hours for self-learning in a week:	3
Study level:	BA
Semester:	fall
Target groups/specializations:	Political Science; International Relations; Regional Studies; Journalism (as elective course); Culture Studies (as elective course)
Language(-s):	English, Ukrainian
Final Assessment	Exam

Teachers (Coordinators):

Vitalii Lebediuk, PhD, Doc., Associate Professor of Department of Political Science, Dean of Faculty of Political Science and Informational Management

Dmytro Shevchuk, Doctor of Science, Associate Professor of Department of Culture Studies and Philosophy.

Guest Lecturers:

Peter Terem, PhDr, Professor of Faculty of Political Science and International Relations, Matej Bel University in Banska Bystrica (Slovakia)

Petr Jüptner, PhDr, Institute of Political Studies, Faculty of Social Sciences, Charles University (Czech Republic)

Josef Mlejnek, Ph.D., assistant professor, Institute of Political Studies, Faculty of Social Sciences, Charles University (Czech Republic)

Miloš Brunclík, Ph.D., Institute of Political Studies, Faculty of Social Sciences, Charles University (Czech Republic)

Tomasz Stępniewski, Dr hab., Faculty of Social Sciences, The John Paul II Catholic University of Lublin (Poland)

Aim and Objectives:

The general course's **aim** is to reveal the main aspects of transition to establishing the democratic political system in V4 countries.

- **The main objectives of the course are:**

- 1) to give a wide perspective of transitional processes in Central and Eastern Europe;
- 2) to show and analyze the specific of democratic transition in particular V4 countries (Poland, Czech Republic, Slovakia and Hungary);
- 3) to show the effective strategies for social and political development for Ukraine by using the experience of V4 countries;
- 4) to describe the variety of political and social processes in CEE;
- 5) to build the preconditions for wide cooperation between V4 countries and Ukraine.

- **At the end of the course, the students are expected to:**

- 1) understand the specific of V4 countries' transformation process and democratization, to relate it with Ukrainian case;
- 2) to have knowledge in the main aspects of politics, government, and the Constitution and analyze how these aspects influence the political, cultural, economic and social development of V4 countries and Ukraine;
- 2) compare the different political systems;
- 3) understand the positive experience of V4 countries' transition and evaluate the possibility to use it in Ukrainian case;
- 4) describe the main vectors of international policy of V4 countries and show the results of its for Ukraine.
- 5) explain the important issues in sphere of European security
- 6) get skills of critical thinking, analyzing the issues, ability to be active in group communication and discussion, writing the scientific paper.
- 7) develop skills concerning an effective activity in sphere of public policy, a communication with authorities, and using the success experience of political institutions' modernization.
- 8) develop competencies in English language.

Detailed Program:

- Topic 1: Socio-cultural aspects of transition in V4 countries
(Host Teacher)
- Topic 2: Political transition and the state of democracy in Ukraine:
between hopes and disillusion (Host Teacher)
- Topic 3: Elections, the electoral process and participation in V4
countries and Ukraine (Host Teacher)
- Topic 4: Passive and Active Leverages of EU: the cases of V4 countries
(Host Teacher)
- Topic 5: Transition to democracy in Czechoslovakia/Czech Republic and
its consequences (Guest Lecturer from Czech Republic)
- Topic 6: Constitutional making in the Czech Republic and constitutional
amendments (Guest Lecturer from Czech Republic)
- Topic 7: Patterns of partisan politics in the Czech Republic – traditional
parties versus new partisan challenges
(Guest Lecturer from Czech Republic)
- Topic 8: Current problems and challenges of the Czech political system.
Topic 9: The specific of transition in Hungary (Host Teacher)
- Topic 10: Slovakia as a New Country in Central Europe.
(Guest Lecturer from Slovakia)
- Topic 11: The Transformation Processes in Central Europe – Slovakia
(Guest Lecturer from Slovakia)
- Topic 12: The State Idea and Foreign Policy of the Slovak Republic
(Guest Lecturer from Slovakia)
- Topic 13: Process of institution building in Poland
(Guest Lecturer from Poland)
- Topic 14: “Shock” and “Therapy” as parts of transformation in Poland
(Guest Lecturer from Poland)
- Topic 15: The Polish Eastern policy: conditions - concepts - realization
(Guest Lecturer from Poland)
- Topic 16: Ukrainian Euromaidan: receptions in V4 countries
(Host Teacher)

Topic 17: V4 countries' security issues and Ukrainian-Russian Crisis
(Host Teacher)

Topic 18: Civic education and promoting the democratic values in V4 countries: lessons for Ukraine **(Host Teacher)**

Nr	Topic	Hours
1	Seminar 1. Political transition and the state of democracy in Ukraine: between hopes and disillusion	2
2	Seminar 2. Elections, the electoral process and participation in V4 countries and Ukraine	2
3	Seminar 3. Current problems and challenges of the Czech political system	2
4	Seminar 4. The specific of transition in Hungary	2
5	Seminar 5. Slovakia as a New Country in Central Europe	2
6	Seminar 6. "Shock" and "Therapy" as parts of transformation in Poland	2
7	Seminar 7. V4 countries' security issues and Ukrainian-Russian Crisis	2
8	Seminar 8. Civic education and promoting the democratic values in V4 countries: lessons for Ukraine	2

Self-Learning Component

Self-Learning component includes: reading the literature to the course; to write analytical and interpretive essays.

The task involves to write a longer essays (5-7 pages, A4, Font 14, Times New Roman, 1,5", all margins are 2 cm.) on the topic dedicated the case of transition process in one of V4 countries. It requires more in-depth research and using the comparative method to compare the situation in V4 country with Ukrainian case. The papers will be drafted and revised.

In date of essay passing, student should come to class with two copies, one for class partner and one to be handed in to the teacher. Then student will get two reviews of essay - one from class partner and other one from teacher. Also student should review the essay of somebody from the class.

Principles of Assessment:

Students are required to attend every lectures and seminars. More than five unexcused absences will cause fail the course. Excused absences (illness, emergencies, unavoidable conflicts) are different, obviously, but you must notify teachers about them as soon as possible.

Criteria for the evaluation of students:

1. students visiting lectures and practical exercises;
2. active participation in the seminars;
3. the ability to analyze and organize the material;
4. the study of basic and additional literature sources;
5. essay writing;
6. conscientious preparation and thorough answer in the exam;

Assessment Breakdown: visiting (lectures and seminars) – 10%; seminars (activity in discussions) – 40%; essay – 20%; final exam – 30%

Finally, students are required to evaluate the course at the end of the semester. Students should also feel welcome to share comments, concerns or suggestions about the course with the teachers at any time

Consultations and Teaching Guide:

Students can consult with teachers:

- Every Wednesday 14.00-15.00 in the Department of Political Science NaUOA
- Online via e-mail: vitalii.lebediuk@oa.edu.ua ; dmytro.shevchuk@oa.edu.ua

Students can find the Teaching Guide and Materials on:

- Web-site of the Course <http://v4course.oa.edu.ua>
- Page of course in Moodle of NaUOA <http://moodle.oa.edu.ua/>

Literature:

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4. Central and southeast European politics since 1989. Edited by Sabrina P. Ramet. Cambridge: Cambridge University Press, 2010.
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6. Jüptner P., Kruntorádová I. Local government in Czech Republic, IMODEV, 2015
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9. Kaminska J. Poland and EU Enlargement: Foreign Policy in Transformation, New York: PALGRAVE MACMILLAN, 2014.
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15. Regional and International Relations of Central Europe, Palgrave Macmillan, 2012.
16. Routledge Handbook of European Politics, Edited by José M. Magone, New York: Routledge, 2015
17. Shevchuk D. “Visible” and “invisible” borders of Europe: cultural and political aspects, “Scientific papers. Seria: Culture Science”, Vol. 4, Ostroh: The National University of Ostroh Academy, 2010.
18. Shevchuk D. Nationalism in contemporary Europe: national identity in the times of ultra-nationality, “The problems of cultural identity in situation of contemporary cultural dialogue”, Ostroh, 2007.
19. Shevchuk D. The problem of identity in Ukraine and cultural project of Europe, “Ukrainian culture: past, present and the ways of development”, Vol. 14, Rivne: RSHU, 2008.

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21. *Small States in the European Union: Coping with Structural Disadvantages* by Diana Panke. Farnham: Ashgate, 2010.
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About Visegrad Group

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The Visegrad Group (also known as the “Visegrad Four” or simply “V4”) reflects the efforts of the countries of the Central European region to work together in a number of fields of common interest within the all-European integration. Czechia, Hungary, Poland and Slovakia have always been part of a single civilization sharing cultural and intellectual values and common roots in diverse religious traditions, which they wish to preserve and further strengthen.

All the V4 countries aspired to become members of the European Union, perceiving their integration in the EU as another step forward in the process of overcoming artificial dividing lines in Europe through mutual support. They reached this aim in 2004 (1st May) when they all became members of the EU.



The V4 was not created as an alternative to the all-European integration efforts, nor does it try to compete with the existing functional Central European structures. Its activities are in no way aimed at isolation or the weakening of ties with the other countries. On the contrary the Group aims at encouraging optimum cooperation with all countries, in particular its neighbours, its ultimate interest being the democratic development in all parts of Europe.

The Visegrad Group wishes to contribute towards building the European security architecture based on effective, functionally complementary and mutually reinforcing cooperation and coordination within existing European and transatlantic institutions.

In order to preserve and promote cultural cohesion, cooperation within the Visegrad Group will enhance the imparting of values in the field of culture, education, science and exchange of information.

All the activities of the Visegrad Group are aimed at strengthening stability in the Central European region. The participating countries perceive their cooperation as a challenge and its success as the best proof of their ability to integrate also into such structures, such as the European Union.

Source: <http://www.visegradgroup.eu>

See for more details:

The Visegrad Group official site

<http://www.visegradgroup.eu/>

Visegrad Declarations

<http://www.visegradgroup.eu/documents/visegrad-declarations>

Presidencies of the Visegrad Group

<http://www.visegradgroup.eu/documents/presidency-programs>

International Visegrad Fund

<http://visegradfund.org/home/>

Think Visegrad – V4 Think Tank Platform

<https://think.visegradfund.org/>

Visegrad Insight

<http://visegradinsight.eu/>

Je úterlem nás všech, abychom
 tuto naději proměnili ve skutečnost.
 K tomu je podle našeho názoru
 třeba:

- 1) Uchovat našemu západnímu
~~jihozápadnímu~~ charakter, který má val-
 něho východní bod; ~~totiž boj za~~
~~— místo jiné i na čtrnáctém~~
~~— ~~schůzce~~ polský schůzce~~
~~na květnu~~
- 2) ~~Boj za lidská práva~~
~~v nejnižší slove smyslu. ~~totiž~~~~
~~2) Svou cestu charakteru~~
~~našeho západu vyjádřit~~
- 2) Koordinovat a tímto
 duševně své úsilí nejen o
 demokratický předěl v našich
 zemích, ale i/náš návrat do
 Evropy jako předehledu společné
 úvahy a nejen návrat a
 demokratický a nýbrž i s káží.
- 3) Trvat na ~~stejně~~ tom, aby
 byla brána ~~coefinancování~~
~~vytvořit~~ udržitelná křesťka za druhou
 světovou válkou a ~~š~~ všem jejím
 náboženskými národními. Samozřejmě
 součástí takové křesťky musí být
 křesťanské střežení svazků
 evropské křesťky, které nemají
 už mít žádný problématický
 a které ~~než~~ zároveň ~~než~~ stále
~~evropské~~ ~~rolle~~ a jejichž

In the picture: draft of the 1991 Visegrad Declaration hand-written by Czechoslovakia's President Václav Havel.

Source:

<http://www.visegradgroup.eu/documents/visegrad-declarations>

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