



## **Anthropology of Europe (ANTH 01:070:238 – 3 credits) Rutgers University – Fall 2020 (AR)**

***Prof: Kathleen Riley***

***Office Hours: W 2-4(EST) or by appointment***

***Sign up via [Zoom](#) or email me***

***Email: [kcr58@rutgers.edu](mailto:kcr58@rutgers.edu)***

***Emergency Phone/WhatsApp: 802-730-2781***

**Asynchronous Remote = hours by appointment  
see your Canvas course site for details  
see [here](#) for instructions on using Canvas**

**If you are facing financial hardships for any reason,  
please [visit the office of Financial Aid here](#)**

### **Catalog Course Description:**

European societies and cultures in modern history; changing anthropological perspectives. Gender, ethnicity, and class. Representations and realities of Europe in the making, including issues of nation-building, colonialism, mass culture, and violence.

### **Detailed Course Description:**

What is Europe? A geographic entity or a peninsula of the Asian continent? A once-imperial, now neocolonial monster or an inspirational leader in the world of human rights and justice? An imagined community with roots reaching back to several Mediterranean “civilizations” or a patchwork of cultural, linguistic, and nationalistic regions re-forged over the past half-century into a semi-stable, political-economic union? This course introduces students to the ethnographic study of Europe as a historically constructed “culture area”. We examine a range of anthropological and linguistic perspectives on how this construction has occurred both before and after its instantiation as the European Union, as well as during recent threats to this union’s perpetuation (e.g., Brexit). We read ethnographic studies of both local and transnational regions within Europe as well as in some parts of the world that have been heavily influenced by European practices and ideologies. Finally, we explore how European structures and identities, both repressive and idealistic, have emerged, transformed, and circulated through real and virtual media within and beyond the space we refer to as Europe. We look at European responses to recent global issues ranging from the coronavirus pandemic and the resulting economic meltdown to institutionalized sexual harassment and the Me-too movement as well as systemic racism and the spread of BLM protests of systemic racism to Europe.

### **Technology requirements and AR teaching tools (via Canvas):**

This course is a brave new experiment in asynchronous but interactive remote teaching. To participate fully, you will need a computer with a webcam and microphone and an internet connection. Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the necessary technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance.

For this course, I will use the Canvas platform (see [here](#) for general instructions on using Canvas) to provide:

1. Overview information about the goals, activities, resources, and channels of communication for the course:
  - a. FILES will contain every document and presentation that I put up on Canvas throughout the semester (including this syllabus and my introductory presentation on navigating Canvas for this course)
  - b. Introductory explanations will be included in each of the Canvas tools we use and examples of how to use them will be included in my presentation on navigating Canvas to be found in the pre-semester MODULE.
2. Weekly MODULES on Canvas will include a PAGE summarizing our upcoming activities and interactions, such as:
  - a. DISCUSSIONS responding to video-recorded presentations (uploaded by me and others on Sundays)
  - b. Threaded PAGES responding to Europe in the News posts (uploaded by you on Mondays)
  - c. Group COLLABORATIONS via GOOGLE DOCS and SLIDES (and optional ZOOM meetings)
  - d. Individual ASSIGNMENTS
3. I will make surprise ANNOUNCEMENTS as needed and be available to answer practical and substantive questions through the comment threads on the weekly DISCUSSIONS as well as via ZOOM office hours (email me or register [here](#)).

### **Core Curriculum Learning Goal met by this course:**

*SCL-2. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments (for complete list of CCL goals, see [here](#)).*

### **Course Learning Goals:**

- 1. To trace in broad strokes the sociocultural history of Europe from “classical civilizations” and “barbarian marauders” through colonialism and nationalism, periods of war and unification, and responses to recent crises.*
- 2. To understand how the discipline of anthropology has influenced present-day understandings of this history – looking specifically at archaeological, ethnohistoric, ethnographic, and ethnolinguistic theories and methodologies.*
- 3. To examine how European behaviors, ideologies, identities, and institutions – cultural, political, and economic – have been constructed, transformed, and circulated throughout Europe, its (post)colonies, and the rest of the world.*
- 4. To use anthropological concepts and terminology to read, write, think, and speak effectively about some of the important issues of our day as these emerge out of and are shaped by events in Europe.*

## ***Course Assignments in a Nutshell (see guidelines below for details)***

<b>Assignments (credit)</b>	<i>Course learning goals met by assignments (see list above)</i>	<i>Departmental learning goals met by assignments – see numbered list of goals <a href="#">here</a></i>	<i>Core curriculum goal met by these assignments</i>	<i>Due dates and <b>feedback</b> schedule -- see CCG rubric for SCL-2 goal <a href="#">here</a></i>
<b>Presentation participation (20%)</b>	CLG 1,2,3,4	DLG 1, 2, 4 and/or 5	SCL2	Weeks 1-14 - <b>weekly</b>
<b>Group collaborations (20%)</b>	CLG 1,2,3,4	DLG 1, 2, 3, 4	SCL2	Weeks 1-12 - <b>weekly</b>
<b>Article presentations (20%)</b>	CLG 1,2,3,4	DLG 1, 2, 4, 5	SCL2	Weeks 4-12 - <b>twice</b>
<b>ENT – European News Threads (10%)</b>	CLG 1,3	DLG 2, 4 and/or 5	SCL2	Weeks 1-8 - <b>weekly</b>
<b>AEP – Anthropology of Europe Project (30%)</b>	CLG 1,2,3,4	DLG 1, 2, 3, 4, 5	SCL2	Week 9-15 - <b>biweekly</b>

## **Course Policies:**

- Regular and timely participation in remote course activities counts heavily as student non-compliance creates havoc for everyone else in the class (not just the professor!).
  - If you're unable to participate in any COLLABORATION or DISCUSSION on a given week, report directly to your group colleagues as well as [here](#) (this will be emailed to me) – unexcused non-participation will result in supplementary written work.
  - Seek assistance from a Dean of Students if you anticipate a prolonged period of non-participation.
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct [here](#)). Additionally:
  - Any form of recording during course activities requires the consent of all participants.
  - Plagiarism (i.e., the theft of intellectual property) is not acceptable:
    - *Students agree that by taking this course some written work will be subject to submission for textual similarity review to Turnitin.com via Canvas for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.*
    - *Students who do not agree should contact the course instructor immediately.*
  - All course participants should treat other course participants with consideration, bearing in mind that we all come to the table with diverse sensibilities and sensitivities. No topics are intrinsically taboo here, but a) please avoid discussing any named individual's criminal activity in any class interactions or assignments, and b) if there are any topics (such as sexual violence) that you find too difficult to discuss with relative strangers, please let me know at the start of class so that I can organize the discussion groups appropriately. Additionally, we will attempt to establish norms over the course of the semester for HOW to collaborate and engage in discussion with relative strangers in ways that are respectful and mindful of their integrity (e.g., avoiding offensive epithets and "impolite" discourse moves such as micro-aggressions). This can be tricky whether online or off as no one can know everything in advance about what makes someone else feel uncomfortable in interaction. However, we can all attempt to learn in good faith about how to engage in constructive discussions with those who do not share our norms.
- Disabilities and Accommodations: Rutgers University welcomes students with disabilities into all its educational programs. In order to receive consideration for reasonable accommodations, please visit the Office of Disability Services [here](#). Share the resulting Letter of Accommodation with me as soon as possible so that we can make the appropriate adjustments in a timely fashion.

## Assignment guidelines

1. Presentation participation (DISCUSSIONS) – worth 20% of final grade
  - a) Dip into the readings, websites, and videos **boldfaced** on the course map and detailed in the weekly MODULES
  - b) View the prerecorded presentations (10-30 mins, ~3 per week) uploaded on the DISCUSSION boards by Sunday nights.
  - c) Contribute at least one substantive question or comment in response to each presentation by Friday of that week.
2. Group COLLABORATIONS (worth 20% of final grade)
  - a) You have been assigned to a GROUP of 4-6 colleagues for the first half of the semester but can choose your own group for the second half.
  - b) Collaborate using GOOGLE DOCS and SLIDES:
    - i. Weeks 1-3: Use SLIDES to collaborate on a presentation assembling your brainstormed responses to questions posted in that COLLABORATION; post to the class via the linked DISCUSSION board by Friday of that week.
    - ii. Weeks 4-12: Use GOOGLE DOCS to collaborate on reading notes (guidelines available in ASSIGNMENTS) for one of the assigned articles from the Kockel textbook *italicized* on the course map. Each group will choose a different article and submit their notes via ASSIGNMENTS by Friday of that week.
3. Article presentations (DISCUSSIONS) - worth 20% of final grade
  - a) Choose two of the *italicized* articles annotated as part of your group collaborations to present to the class via DISCUSSIONS.
  - b) Each presentation will expand somewhat on the ethnographic situation explored in the article (see the guidelines on FILES)
  - c) Post your presentation as a DISCUSSION on the Sunday after the group notes are finished.
  - d) Offer constructive feedback on the content and style of your colleagues' presentations by the Friday after they post them.
  - e) Use the responses of your colleagues to revise the presentation before submitting it on ASSIGNMENTS the following Sunday.
4. ENT - European News Threads (PAGES) - worth 10% of final grade
  - a) Find a news article, blog, podcast, YouTube or other form of media about a current event in Europe each week (Weeks 1-8) and post it on the ENT PAGE by Sunday night.
  - b) Look at those posted by others and comment on at least 3 of them by Friday.
  - c) These postings – your own and others' – will help you discover a topic for your Anthropology of Europe Project
5. AEP – Anthropology of Europe Project (worth 30% of final grade – guidelines in FILES for details)
  - a) Step 1: Using the form available on ASSIGNMENTS, share your preliminary proposal with one colleague by Sunday of Week 9. The proposal identifies the setting and population of your proposed setting and the anthropological research question you are interested in exploring. Give your colleague feedback on theirs by Friday of Week 9. Submit your revised Step 1 on ASSIGNMENTS by Sunday of Week 10 for my feedback.
  - b) Step 2: Using GOOGLE DOCS, share your annotated bibliography for the project with one colleague by Sunday of Week 11. The annotated bibliography consists of 10 sources relevant to your project: 5 primary (archival information, organization websites and grey papers, newspaper articles, governmental reports, etc.) and 5 academic (articles and books vetted and published by academic journals and presses). List the sources using some standard citation style (e.g., the Chicago Manual of Style 17<sup>th</sup> edition summarized here on the [AAA website](#)). Under each source, explain why it will be useful for answering the research question you are posing (approx. 150 words per source). Give your colleague feedback on theirs by Friday of Week 11. Submit your revised Step 2 on ASSIGNMENTS by Sunday of Week 12 for my feedback.
  - c) Step 3: Using GOOGLE SLIDES, develop your project proposal into a 10-minute presentation and share it with one colleague by Sunday of Week 13. It should: 1) describe the community you have chosen to research using your bibliographic sources to describe the environmental, political, economic, and sociocultural forces that have produced it, 2) present your research question and outline how it was shaped by some of the theoretical approaches found in 3 of the articles read during the semester, 3) explain the anthropological methods you will use to conduct your fieldwork and the evidence you will collect to answer your research question...once it is funded by the European Research Council 😊. Give your colleague feedback on theirs by Friday of Week 13. Share your revised presentation via DISCUSSIONS by Sunday of Week 14, and respond to at least 3 of your colleagues' presentations by Friday of Week 14. Submit your final draft of Step 3 on ASSIGNMENTS by 12/14.
  - d) Step 4: Final proposal: Submit the written version of your project proposal (~2500 words) on Canvas by 12/21 @ 5PM.
6. Extra-credit points are available to those who assist me in thinking through engaging ways to offer this AR course -- content and style.

## Course Map

All readings are available online (direct links underlined here) or via BOOKLISTS on Canvas. The readings/resources in **boldface** are to be skimmed in association with my presentations and the associated DISCUSSIONS; the readings/resources in *italics* are selections for COLLABORATION and for your presentations in DISCUSSIONS.

Week	Topics	Readings, resources, materials <b>DISCUSSION resources in bold</b> <i>COLLABORATION resources in italics</i>	Learning activities, assignments (hours on average)
Week 1 8/30-9/5	<u>Imagining Europe...why anthropology?</u>	<b>Delemot (Chap. 1); Kockel (Chap. 1)</b> <u><a href="#">Hughes 5/19/17</a>; <a href="#">Hughes 10/23/17</a></u>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (2 hours) ENT PAGES (1 hour)
Week 2 9/6-12	<u>Prehistory: Land, genes, language, culture</u>	<b>Gierlińska 2017; Gunther 2015; Robb and Harris 2018; Ivanová. 2018; Cabanes 2010b</b> ; <u><a href="https://www.youtube.com/watch?v=JA02rgd9qok">https://www.youtube.com/watch?v=JA02rgd9qok</a></u> ; <u><a href="https://www.youtube.com/watch?v=S1I9oDiSiEQ">https://www.youtube.com/watch?v=S1I9oDiSiEQ</a></u> , etc.	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (2 hours) ENT PAGES (1 hour)
Week 3 9/13-19	<u>History: The West and the "Rest":</u>	<b>Braudel; Anderson; Wolf; Said; Hobsbawm; Bakhtin; Leroy Ladurie</b> <i>Mapping peoples: <a href="https://www.youtube.com/watch?v=UY9P0QSxInI">https://www.youtube.com/watch?v=UY9P0QSxInI</a></i> <i>Events over time: <a href="https://www.timelineindex.com/content/view/642">https://www.timelineindex.com/content/view/642</a></i> <i>EU: <a href="https://publications.europa.eu/en/publication-detail/-/publication/009305e8-2a43-11e7-ab65-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/009305e8-2a43-11e7-ab65-01aa75ed71a1</a></i> <i>Brexit: <a href="https://www.bbc.com/news/uk-politics-32810887">https://www.bbc.com/news/uk-politics-32810887</a></i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (2 hours) ENT PAGES (1 hour)
Week 4 9/20-26	<u>Language and other community-making technologies</u>	<b>Kockel et al (Chaps. 22, 28, 29, 33)</b> <i>Pardue 2012; Costa 2015; Favret-Saada 1989</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) ENT PAGES (1 hour)
Week 5 9/27-10/3	<u>Regions, publics, and other cultural constructions</u>	<b>Kockel et al (Chaps. 2, 3, 6, 7, 10, 26)</b> <i>Toivanen 2001; Bringa 2010; Urla 1995</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) ENT PAGES (1 hour)
Week 6 10/4-10	<u>Walls, wars, and wilderness</u>	<b>Kockel et al (Chaps. 5, 9, 15); Heatherington 2010;</b> <i>Gilbert 2016; Bax 2000; Ten Dyke 2000</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) ENT PAGES (1 hour)
Week 7 10/11-17	<u>Insiders and outsiders, emplaced and displaced</u>	<b>Kockel et al (Chaps. 16, 17, 18, 32)</b> <i>Gay Y Blasco 2002; Bunzl 2003; Garcia Sanchez 2013</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) ENT PAGES (1 hour)



Week 8 10/18-24	<u>Refugees, post-colonial migrants, and cultural citizenship</u>	<b>Kockel et al (Chaps. 4, 11, 23); Garrido 2020</b> <i>Holmes and Castañeda (2016); Tuomainen 2009; Mbodj-Pouye (2016)</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) ENT PAGES (1 hour)
Week 9 10/25-31	<u>Gendered Bodies</u>	<b>Kockel et al (Chaps 27) ; Greco</b> <i>Tereškinas 2010; Bourdieu 2004; Gribaldo 2014; Greco 2020</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) AEP Step 1 prep (2 hours)
Week 10 11/1-7	<u>Sex, heritage and other commodities</u>	<b>Kockel et al (Chaps. 14, 15, 16, 17, 25, 31)</b> <i>Balthazar 2017; Ellison and Weitzer 2017; Karrebæk and Maegaard 2017</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) AEP Step 1 due (2 hours)
Week 11 11/8-14	<u>Families and other economic units of "belonging" (e.g., the EU and corporations)</u>	<b>Kockel et al (Chaps. 24, 30)</b> <i>Ghodsee &amp; Bernardi 2012; Gal 1994; Knight 2015</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) AEP Step 2 prep (4 hours)
Week 12 11/15-21	<u>Justice, Equality, Unity in Diversity?</u>	<b>Kockel et al (Chaps. 8, 12, 13)</b> <i>Allatson 2007; Stankiewicz 2017; Bolin 2006</i>	Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) AEP Step 2 due (4 hours)
T-giving break week			
Week 13 11/29-12/5	<u>Communicating about Planetary Health and Justice in Europe</u>	<b>To be recommended by AEP presenters</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (1 hour) AEP Step 3 prep (8 hours)
Week 14 12/6-12		<b>To be recommended by AEP presenters</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) AEP Step 3 discussed (6 hours)
Finals period			AEP Step 3 due 12/14 @ 5PM (2 hours) AEP Step 4 due 12/21 @ 5PM (10 hours)

## **Reading List for Anthropology of Europe**

This is an ever-evolving list of readings relevant to this course; we will NOT be attempting to read all of these! All required texts and resources (journal articles, book chapters, websites) are available on the web, on Canvas, and/or via the library's online system. Links to weekly readings (required and recommended) will be available on the Canvas weekly MODULES. There is one book you may wish to buy at the bookstore, but it is also an e-book at the library: Kockel et al's *Companion to the Anthropology of Europe* (assigned chapters from this book are *italicized* on the course map).

- Allatson, Paul. 2007. "'Antes cursi que sencilla': Eurovision Song Contests and the Kitsch-Drive to EuroUnity." *Culture, Theory and Critique* 48(1): 87-98.
- Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Rev. ed. London: Verso Books. (RU e-book)
- Bakhtin, Mikhail. 1984. *Rabelais and His World*. Translated by Hélène Iswolsky. Bloomington: Indiana University Press. First published 1965. (RU e-book)
- Barrera-González, Andrés, Monica Heintz, and Anna Horolets. 2017. *European Anthropologies*. US: Berghahn Books Ltd.  
<https://doi.org/10.2307/j.ctvw04gmt>. (RU e-book)
- Balthazar, Ana Carolina. 2017. Made in Britain: Brexit, Teacups, and the Materiality of the Nation. *American Ethnologist* 44(2):220-224.
- Bax, Mart. 2000. Planned Policy or Primitive Balkanism? A Local Contribution to the Ethnography of the War in Bosnia-Herzegovina. *Ethnos* 65(3): 317-340.
- Bolin, Goran. 2006. Visions of Europe: Cultural Technologies of Nation-States. *International Journal of Cultural Studies* 9: 189-206.
- Borneman, John. 1991. *After the Wall: East Meets West in the New Berlin*. New York, NY: Basic Books.
- Bourdieu, Pierre. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Translated by Richard Nice. Cambridge, Mass: Harvard University Press. First published 1979. (RU e-book)
- Bourdieu, Pierre. 2016. "The Peasant and His Body." *Ethnography* 5(4): 579-99. <https://doi.org/10.1177/1466138104048829>.
- Braudel, Fernand. 1995. *A History of Civilizations*, Translated by Richard Mayne. New York, NY: Penguin Books.
- Bringa, Tone. 2010. "Nationality Categories, National Identification and Identity Formation in "Multinational" Bosnia." *The Anthropology of East Europe Review* 11(1-2): 80-89.
- Bunzl, Matti. 2003. "Of Holograms and Storage Areas: Modernity and Postmodernity at Vienna's Jewish Museum." *Cultural Anthropology* 18(4): 435-468.
- Bunzl, Matti. 2005. "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe." *American Ethnologist* 32(4): 499-508.
- Cabanes, Dan, and Rosa Maria Albert. 2010a. "Microarchaeology of a Collective Burial: Cova Des Pas (Minorca)." *Journal of Archaeological Science* 38 (5): 1119-26. <https://doi.org/10.1016/j.jas.2010.12.008>.
- Cabanes, Dan, Carolina Mallol, Isabel Expósito, and Javier Baena. 2010b. "Phytolith Evidence for Hearths and Beds in the Late Mousterian Occupations of Esquilieu Cave (Cantabria, Spain)." *Journal of Archaeological Science* 37 (11): 2947-57.  
<https://doi.org/10.1016/j.jas.2010.07.010>.

- Cavanaugh, Jillian R. 2007. "Making Salami, Producing Bergamo: The Transformation of Value." *Ethnos* 72 (2): 149–72. <https://doi.org/10.1080/00141840701387853> .
- Costa, James. 2015. "Can Schools Dispense with Standard Language? Some Unintended Consequences of Introducing Scots in a Scottish Primary School." *Journal of Linguistic Anthropology* 25(1): 25-42.
- Crapanzano, Vincent. 2011. *The Harkis: The Wound That Never Heals*. Chicago: University of Chicago Press.
- Crowley, Tony. 2007. "Language Endangerment, War and Peace in Ireland and Northern Ireland." In *Discourses of Endangerment*, edited by A. Duchêne and M. Heller, 149-168. London: Continuum. (RU ebook)
- Delamont, Sara. 1995. *Appetites and Identities: An Introduction to the Social Anthropology of Western Europe*. London: Routledge Ltd. <https://doi.org/10.4324/9780203413517>. (RU e-book)
- Ellison, Graham, and Ronald Weitzer. 2018. "Young Men Doing Business: Male Bar Prostitution in Berlin and Prague." *Sexualities* 21 (8): 1389–1408. <https://doi.org/10.1177/1363460717708139>.
- European Commission. 2017. *Europe in 12 Lessons*. <https://publications.europa.eu/en/publication-detail/-/publication/009305e8-2a43-11e7-ab65-01aa75ed71a1>
- Favret-Saada, Jeanne, and Catherine Cullen. 1989. "Unbewitching as Therapy." *American Ethnologist* 16(1): 40-56.
- Favret-Saada, Jeanne. 1980. *Deadly Words: Witchcraft in the Bocage*. Translated by Catherine Cullen. Cambridge: Cambridge University Press.
- Fridman, Orli. 2006. "Alternative Voices in Public Urban Space: Serbia's Women in Black." *Ethnologia Balkanica* 10: 291-303.
- Frekko, Susan E. 2009. "Signs of Respect: Neighborhood, Public, and Language in Barcelona." *Journal of Linguistic Anthropology* 19(2): 227-245.
- Gal, Susan. 1994. Gender in the Post-socialist Transition: The Abortion Debate in Hungary. *East European Politics and Societies* 8: 256-286
- Gal, Susan, and Gail Kligman. 2000. *The Politics of Gender after Socialism: A Comparative-Historical Essay*. Princeton: Princeton University Press.
- García Sánchez, Inmaculada M. 2013. "The everyday politics of « cultural citizenship » among North African immigrant school children in Spain." *Language and Communication* 33: 481-499.
- García Sánchez, Inmaculada M. 2014. *Language and Muslim Immigrant Childhoods: The Politics of Belonging*. Oxford : Wiley-Blackwell.
- Garrido, Felipe Espinoza; Caroline Koegler, Deborah Nyangulu, and Mark U. Stein. 2019. *Locating African European Studies: Interventions, Intersections, Conversations*. *Locating African European Studies*. Milton: Routledge Ltd. <https://doi.org/10.4324/9780429491092> (RU ebook)
- Gay Y Blasco, Paloma (2002) Gypsy/Roma Diasporas: Introducing a Comparative Perspective. *Social Anthropology, the Journal of the European Association of Social Anthropologists* (10)2: 173-188.
- Gay Y Blasco, Paloma (2016) 'It's the best place for them': Normalising Roma segregation in Madrid. *Social Anthropology* 24(4) :446-461. (on line at Columbia)
- Gerard D. Gierlińska et al. 2017. "Possible hominin footprints from the late Miocene (c. 5.7 Ma) of Crete?" *Proceedings of the Geologists' Association*. DOI: [10.1016/j.pgeola.2017.07.006](https://doi.org/10.1016/j.pgeola.2017.07.006)



- Ghodsee, Kristen, and Laura Bernardi 2012. "Starting a Family at Your Parent's House: Multigenerational Households and Below Replacement Fertility in Bulgaria." *Journal of Comparative Family Studies* 43(3): 439-459.
- Ghodsee, Kristen. 2005. *Red Riviera: Gender, Tourism, and Postsocialism on the Black Sea*. Durham NC: Duke University Press.
- Gilbert, Andrew C. 2016. "From humanitarianism to humanitarianization: Intimacy, estrangement, and international aid in postwar Bosnia and Herzegovina." *American Ethnologist* 43(4): 717-729.
- Greco, Luca. 2020. "Gender as a scientific and artistic experience: the display of metaperformative competence in walking practices." *Whatever. A Transdisciplinary Journal of Queer Theories and Studies* 3: 5-28. Doi: 10.13131/2611-657X.whatever.v3i1.73.
- Gribaldo, Alessandra. 2014. "The Paradoxical Victim: Intimate Violence Narratives on Trial in Italy." *American Ethnologist* 41(4): 743-756.
- Günther, Torsten et al. 2015. "Ancient Genomes Link Early Farmers from Atapuerca in Spain to Modern-Day Basques." *PNAS* 112(38): 11917-11922. <http://www.pnas.org/content/112/38/11917.full>
- Hasselberg, Ines. 2014. Whose Security? The Deportation of Foreign-national Offenders from the UK. In *The Anthropology of Security: Perspectives from the Frontline of Policing, Counter-terrorism and Border Control*, edited by M. Maguire, C. Frois, and N. Zurawski, 139-157. London: Pluto Press.
- Heatherington, Tracey. 2010. *Wild Sardinia: Indigeneity and the Global Dreamtimes of Environmentalism*. Seattle: University of Washington Press.
- Holmes, Seth M., and Heide Castañeda. 2016. "Representing the "European Refugee Crisis" in Germany and Beyond: Deservingness and Difference, Life and Death." *American Ethnologist* 43(1): 12-24.
- Hughes, David M. 2017. <http://bostonreview.net/science-nature/david-mcdermott-hughes-who-owns-wind> and <http://bostonreview.net/class-inequality/david-mcdermott-hughes-jobless-utopia>
- Ivanová, Mária, et al, eds. 2018. *Social Dimensions of Food in the Prehistoric Balkans*. Oxford: Oxbow Books.
- Jonsson, Fredrik Albritton. 2013. *Enlightenment's Frontier: The Scottish Highlands and the Origins of Environmentalism*. New Haven, CT: Yale University Press.
- Kallius, Annastiina, Daniel Monterescu, and Prem Kumar Rajaram. 2016. "Immobilizing Mobility: Border Ethnography, Illiberal Democracy, and the Politics of the "Refugee Crisis" in Hungary." *American Ethnologist* 43(1): 25-37.
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