

# Anthropology of Europe (ANTH 01:070:238) Rutgers University – Spring 2018

Prof: Kathleen Riley

Office: RAB 316

Seminar: Thurs. 12:35-3:35, HCK 211

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## **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 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 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.

## **Course Format:**

Lectures, readings, discussions, presentations, and research. The course syllabus (and revisions to it), assignment guidelines, additional resources, and lecture notes will be posted on Sakai. Some assignments will be submitted on Sakai, and others presented in class.

## **Course Policies:**

- Attendance counts. Report any anticipated absences at <https://sims.rutgers.edu/ssra/>. Seek assistance from a Dean of Students if you must be absent for a prolonged period.
- Some assignment due dates are flexible, and some are not (check the fine print).
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct <http://studentconduct.rutgers.edu/university-code-of-student-conduct>)
- Assistance is available for students with special needs here <http://disabilityservices.rutgers.edu/>; discuss accommodations with me as soon as possible.
- Any form of recording during class requires the professor’s consent in advance.

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

Assignments (credit)	Course learning goals met by assignments (see list below)	Departmental learning goals met by assignments*	CCL goals met by these assignments (see list below)
<b><i>Europe in the news blog (10%)</i></b>	CLG 1,3,4	E01, E02, E04	SCL2
<b><i>Ethnography notes (20%)</i></b>	CLG 1,2,3,4	E01, E02, E04	SCL1/2
<b><i>Reading presentation (20%)</i></b>	CLG 2,3,4	E01, E02, E04, E05	SCL1
<b><i>European research paper (50%)</i></b>	CLG 1,2,3,4	E01, E02, E03, E04	SCL1/2
<b><i>Extra-credit presentation (5%)</i></b>	CLG 1,2,3,4,5	E01, E02, E03, E05	

\*See <http://anthro.rutgers.edu/undergrad-program/departement-learning-goals> for a numbered list of departmental goals.

## **Core Curriculum Learning Goals (met by this course):**

SCL/HST Goal I: Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.

SCL/HST Goal N: Apply concepts about human and social behavior to particular questions or situations.

## **Course Learning Goals:**

1. To trace in broad strokes the sociocultural history of Europe from a mix of “classical civilizations” and “barbarian marauders” through the ages of colonialism and empire on into the most recent era of World Wars and European Union.
2. To understand how the discipline of anthropology has contributed to an understanding of this history – looking specifically at ethnographic, ethnohistoric, and ethnolinguistic theories and methodologies.
3. To examine how European structures, ideologies, and identities – cultural, political, and economic – have been constructed and reconstructed in a number of specific social contexts, both in Europe and their (post)colonies.
4. To improve students’ abilities 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 texts:**

All of the required texts (journal articles and book extracts) are available on Sakai or e-reserve through the library. The only required textbook is Kockel et al (2012), which is available through the e-book system at the library. Go to: [libraries.rutgers.edu](http://libraries.rutgers.edu). On the "Articles and More" tab, enter the title (A Companion to the Anthropology of Europe) in the searchbox, and then change the setting beneath the box from keyword to title. It should be the first hit in your result list (you should see a green view/download button).

## **Assignment guidelines**

### **1. Europe in the news blog (worth 10% of final grade)**

Write 3 EAN blogs over the course of the semester – you will be graded on your best 2. These blog entries should take the form of a thoughtful reaction to some current event in Europe. Events could include anything from a terrorist attack or new trade policy to a food scare or holiday festival. Your job is to find at least three news sources about the event and critically analyze who is saying what to whom how and why about this event. What political, economic, sociocultural, and linguistic processes gave rise to making this event happen and making it “news”? And what impact is this event having on how the affected community/ies think about themselves and others and how others think of them? In your blog entries, attempt to employ a few key theoretical terms from our readings and discussions to make sense of these events. Blogs should be about 500 words; they are not formal essays but should be written in standard English prose. Do not be afraid to show that you’re struggling to understand these ideas and events...we all are! Be sure to reference all of the relevant websites so that the rest of us can look. Submit the blog entries on Sakai by 11 PM on the day before each entry is due (the due dates are asterisked on the course outline).

### **2. Article notes (worth 20% of final grade)**

We will be reading two ethnographic articles a week; you are required to read both but submit reading notes on only one of them every other week. I require that you take notes in a very specific way, analyzing the subjects, settings, methods, data, research question, findings, local and theoretical terms, value, validity, and ethics. The guidelines are posted on Sakai – be sure to read these thoroughly before taking your first set of notes. Your best 5 results (at 4% per set of notes) will count toward your final grade.

### **3. Reading presentation (worth 20% of final grade)**

Choose one chapter from Kockel et al (2012) to read carefully; then present the key points to the class. As explained above, the whole book is available through the library as an e-book. The possible chapters are listed on the course outline by author; read the introduction to the book to decide which one you'd like to present and then sign up for the date and author you choose. These chapters focus on different topics that can be studied throughout Europe. Your job is to extract from the reading and outline for your classmates in a 5-minute presentation: a) the key theoretical approaches and b) the people, places, practices, and cultural knowledge that these theoretical approaches were used to understand. Remember to present some rich ethnographic details to make your presentation as interesting as possible. After the presentation, lead the class in a discussion of a) any questions/comments they have about the reading and b) any parallels they can make to some situations in their more immediate experience to which they might apply the same theoretical approaches. Formulate 3 questions that you think will elicit such a discussion. You may use a powerpoint, written script, or any other useful presentation tool, but you must also submit a 500-word write-up of your presentation on Sakai within 24 hours after your presentation, incorporating any interesting points from the class discussion. This will give you the chance to integrate any new ideas that emerge during the discussion.

### **4. European Research Paper (ERP – worth 50% of final grade)**

**Step 1: Proposal due** -- choose a time, place, and community in Europe or one of its (post)colonial communities to research: outline the population, the geographic setting, and the time period as well as the theoretical question you are most interested in exploring; and explain why you are interested in this question. Use the form available on Sakai and hand in a printed copy on March 22.

**Step 2: Annotated bibliography due** -- list 10 primary sources (archival information, organization websites and grey papers, newspaper articles, governmental reports, etc.) and 10 academic sources (articles and books vetted and published by academic journals and presses), and explain why each one will be useful for analyzing this community development project (approx. 150 words per source). For citation style, I recommend using (but don't insist upon it so long as your system is internally consistent) the Chicago Manual of Style ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) choose social sciences author-date tab). Hand in a printed version of your bibliography on April 19.

**Step 3: Final paper:** 1) describe the community you have chosen to research and analyze the environmental, political, economic, and sociocultural forces that produced it over some period of historical time, 2) explain your research question about this community and outline the theoretical approach(es) you have chosen to frame this research question, 3) present your findings, citing and explaining how each of your sources have contributed to your present understanding of this issue, and 4) critically examine what more you would need to find out and what anthropological methods might allow you to do so in order to fully answer the research question you have posed. Submit the paper on Sakai by noon of our final exam date (5/?). You may also offer an extra-credit presentation (approx. 5 mins) of your project during the final exam period (TBD).

## Course Outline:

The readings for notes are **boldfaced**, the readings for presentations are *italicized and boldfaced*. Blog entry due dates are asterisked.

Date	Topics and ERP due dates	Reading notes	Presentation chapters
Jan. 18	Imagining Europe from Basque to Brexit		
Jan. 25	Civilization, empire, colonialism, nation-state	Read: Chap. 1 of Kockel et al (on Sakai) Skim: Braudel, Wolf, Anderson, Said (all on Sakai) Glance at: European Commission 2017 <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>	
Feb. 1*	Genes, cultures, languages, territory	<b>Notes: Urla (on Sakai); Gunther et al</b> <a href="http://www.pnas.org/content/112/38/11917.full">http://www.pnas.org/content/112/38/11917.full</a>	
Feb. 8	Ethno-regionalism	<b>Notes: Frekko 2009; Costa 2015 (both on Sakai)</b>	
Feb. 15	Roots and religion	<b>Notes: Gay Y Blasco 2002; Favret-Saada 1989</b>	<i>Giordano; Beach; Byron; Buchowski</i>
Feb. 22	The "free world"	<b>Notes: Bunzl 2003; Ten Dyke 2000;</b> (Bunzl 2005, OzyUrek 2005, Bolin 2006)	<i>Hann; Kiliánová; Wilken; Horvat</i>
Mar 1*	EU: Imagined unities and material ruptures	<b>Notes: Allatson 2007; Stankiewicz 2017</b>	<i>Wilson; Neveu&amp;Filippova; Straczuk; Demossier</i>
Mar 8		<b>Notes: Bringa 1993; Gilbert 2016 (Bax 2000)</b>	<i>Macdonald; Frykman; Margry; Marranci</i>
Mar 22	<i>ERP Step 1 due</i>	<b>Notes: Balthazar 2017; Knight 2015</b>	<i>Kopf; Fischer; Löfgren; Welz</i>
Mar 29	Gender, sex, family	<b>Notes: Gribaldo 2014; Gal 1994</b>	<i>Craith; Murphy; Garsten Hafstein&amp;Skrydstrup</i>
Apr 5*		<b>Notes: Tereskinas 2010; Ghodsee &amp; Bernardi 2012</b>	<i>Schwab; McDonald; Ardévol&amp;Estalella; Wright</i>
Apr 12	Immigrants and refugees	<b>Notes: Garcia Sanchez 2013; Karrebæk 2013</b>	<i>Tschernokoshewa; Wulff; Kockel; Frykman</i>
Apr 19	<i>ERP Step 2 due</i>	<b>Notes: Mbodj-Pouye 2016; Pardu 2012</b>	
Apr 26		<b>Notes: Holmes &amp; Castañeda 2016; Kallius et al 2016</b>	
May 3	<i>ERP Step 3 due @ 5PM</i>	<i>Extra-credit presentations in finals period: 8-11AM</i>	

## Course Readings

### Required articles (the first few on Sakai, then on e-reserve)

- Allatson, Paul (2007) 'Antes cursi que sencilla': Eurovision Song Contests and the Kitsch-Drive to EuroUnity. *Culture, Theory and Critique* 48(1) : 87-98.
- Balthazar, Ana Carolina (2017) Made in Britain: Brexit, Teacups, and the Materiality of the Nation. *American Ethnologist* 44(2):220-224.
- 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.
- 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.

- Favret-Saada, Jeanne, and Catherine Cullen (1989) Unbewitching as Therapy. *American Ethnologist* 16(1): 40-56.
- 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.
- 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.
- 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.
- Ghodsee, Kristen, and Laura Bernardi 2012 Starting a Family at Your Parent's House: Multigenerational Households and Below Replacement Fertility in Bulgaria. Laura Bernardi, *Journal of Comparative Family Studies* 43(3): 439-459.
- Gilbert, Andrew C. (2016) From humanitarianism to humanitarianization: Intimacy, estrangement, and international aid in postwar Bosnia and Herzegovina. *American Ethnologist* 43(4): 717-729.
- 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>
- 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.
- 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.
- Karrebæk, Martha Sif (2017) Rye Bread and Halal: Enregisterment of Food Practices in the Primary Classroom. *Language and Communication* 34 (2014) 17–34.
- Knight, Daniel M. 2015. Wit and Greece's Economic Crisis: Ironic slogans, food, and antiausterity sentiments. *American Ethnologist* 42(2):230-246.
- Kockel, Ullrich, Máiread Nic Craith, Jonas Frykman, eds. (2012) *A Companion to the Anthropology of Europe*. Malden MA: Wiley Blackwell. (e-book)
- Mbodj-Pouye, Aïssatou (2016) Fixed Abodes : Urban Emplacement, Bureaucratic Requirements, and the Politics of Belonging among West African Migrants in Paris. *American Ethnologist* 43(2) :295-310.
- Pardu, Derek (2012) Cape Verdean Creole and the Politics of Scene-Making in Lisbon, Portugal. *Journal of Linguistic Anthropology* 22(2) : E42-E60.
- Stankiewicz, Damien (2017) Nationalism without Borders: Contradictory Politics at a Transborder European Media Organization. *American Ethnologist* 44(4): 670-683.
- TenDyke, Elizabeth (2000) Memory, History, and Remembrance Work in Dresden. In *Altering States: Ethnographies of Transition in Eastern Europe and the Former Soviet Union*, Daphne Berdahl, Matti Bunzl, and Martha Lampland, eds. Pp. 139-157. Ann Arbor: University of Michigan Press.
- Tereškinas, Artūras (2010) Men and Social Suffering in Contemporary Lithuania. *Anthropology of East Europe Review* 28(1): 23-39.
- Urla, Jacqueline. 1995. Outlaw Language: Creating Alternative Public Spheres in Basque Free Radio. *Pragmatics* 5(2): 245-261.

### Suggested readings (extracts on Sakai or online as noted)

- Anderson, Benedict (2016) *Imagined Communities*. London: Verso Books.
- Braudel, Fernand (1995) *A History of Civilizations*, trans. Richard Mayne. New York: Penguin Books.
- European Commission (2017) *Europe in 12 Lessons* (accessed 1/17/18) <https://publications.europa.eu/en/publication-detail/-/publication/009305e8-2a43-11e7-ab65-01aa75ed71a1>
- Said, Edward (1979) *Orientalism*. New York: Vintage Books.
- Wolf, Eric (1982) *Europe and the People without History*. Berkeley: University of California Press. (extract on Sakai)



### Other readings in a disorganized list for now

- Bakhtin, Mikhail (1984) *Rabelais and His World*, trans. by Hélène Iswolsky. Bloomington: Indiana University Press.
- 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. On stick
- Bolin, Goran (2006) Visions of Europe: Cultural Technologies of Nation-States. *International Journal of Cultural Studies*, 2006, Vol. 9, pp. 189-206.
- Borneman, John (1991) *After the Wall: East Meets West in the New Berlin*. Basic Books, 2002. Alexander DD881.B675 1991 Butler Stacks DD881 .B675 1991
- Bourdieu, Pierre *Distinction*
- (on Sakai)
- Bunzl, Matti (2000) The Prague Experience: Gay Male Sex Tourism and the Neocolonial Invention of an Embodied Border. In *Altering States: Ethnographies of Transition in Eastern Europe and the Former Soviet Union*, Daphne Berdahl, Matti Bunzl, and Martha Lampland, eds. Ann Arbor: University of Michigan Press. Ten Dyke Lehman HN380.7.A8 A45 2000 (Altering States) Alexander HN380.7.A8A45
- Bunzl, Matti. 2005. Between Anti-Semitism and Islamophobia : Some Thoughts on the New Europe. *American Ethnologist* 32(4): 499-508.
- Bunzl 2005 – on stick AMERICAN ETHNOLOGIST, Vol. 32, No. 4, pp. 499–508
- Cavanaugh, Jillian (2007) Making Salami, Producing Bergamo: The Production and Transformation of Value in a Northern Italian Town. *Ethnos* 72(2): 114-39.
- Comaroff, John L., and Jean Comaroff (1992) *Ethnography and the Historical Imagination*. Boulder CO: Westview Press.
- 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 Duchêne, Alexandre, and Monica Heller (eds.), *Discourses of Endangerment*. Pp. 149-168. London : Continuum. Gaelic article Crowley in Discourses of Endangerment Butler Stacks P40.5.L33 D57 2008g or do I have it?
- 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. On stick
- Gal, Susan, and Gail Kligman (2000) *The Politics of Gender after Socialism: A Comparative-Historical Essay*. Princeton: Princeton University Press.
- García Sánchez, Inmaculada M. (2014) *Language and Muslim Immigrant Childhoods : The Politics of Belonging*. Oxford : Wiley-Blackwell.
- 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)
- 2001. 'We Don't Know Our Descent': How the Gitanos of Jarana Manage the Past. *Journal of the Royal Anthropological Institute*, vol. 7, no. 4, pp. 631-647. On stick
- Ghodsee, Kristen (2005) *Red Riviera: Gender, Tourism, and Postsocialism on the Black Sea*. Durham NC: Duke University Press. Douglass HD6181.5.G46
- 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 Mark Maguire, Catarina Frois, Nils Zurawski. Pp. 139-157. London : Pluto Press.
- Le Roy Ladurie, Emmanuel (1980) *Montaillou: Cathars and Catholics in a French Village, 1294–1324*, translated by Barbara Bray. New York: Penguin Books. Butler Stacks DC801.M753 L4713 1978b <https://www.scribd.com/document/357358393/LADURIE-Emmanuel-Le-Roy-Montaillou-pdf>
- Managan, Kathe (2012) Words to Make You Laugh?: Performing the Public in Guadeloupean Comedy Sketches. *Journal of Linguistic Anthropology* 22(2):
- Özyürek, Ezra (2005) The Politics of Cultural Unification, Secularism, and the Place of Islam in the New Europe. *American Ethnologist* 32(4) : 509-512.
- Padgen, Anthony, ed. (2002) *The Idea of Europe From Antiquity to the European Union*. Cambridge: Cambridge University Press.

- Shore, Cris (2000) *Building Europe: The Cultural Politics of European Integration*. New York: Routledge Press.
- Thomas, Nicholas (1994) *Colonialism's Culture: Anthropology, Travel and Government*. Princeton: Princeton University Press.
- Woolard, K. 2016. *Singular and plural: Ideologies of authority in 21st century Catalonia*. United States: Oxford University Press.