Anthropology of Europe
Department of Anthropology
Spring 2025
Tuesdays/ Thursdays 3:50 PM - 5:10 PM
Room BIO- 205

Instructor- Dr. Dana Conzo (She/Her)
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Office Hours- By Appointment (virtual meetings available)

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.

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

Course Goals and Objectives:
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.

Your final grade will be divided among the following requirements:

1. Class participation and attendance (25%) – You will be required to show up AND participate in class discussion.

2. Reading Response Posts- (25%): Students are required to keep up with readings, to come to discussion prepared for discussion and in-class exercises, and weekly responses.

   For the weekly response papers, you are required to write 1-2 paragraphs discussing the readings. Please do not write summaries. Instead, answer the following questions.

   a. What is the main argument or thesis of the reading, and how is it supported by evidence or examples?
   b. What are the key concepts or ideas introduced in the reading, and how do they relate to the broader themes of the course?
   c. Can you identify any strengths or weaknesses in the author's argument or reasoning? Are there alternative perspectives to consider?
   d. How does this reading connect to other readings or concepts discussed in the course, and what new insights or questions does it raise?
   e. In your opinion, what are the practical implications or real-world applications of the ideas presented in the reading?
   f. What specific concepts, arguments, or passages in the reading did you find most challenging or unclear, and why? How do you think these points could be better explained or clarified?
   g. What aspects of the assigned reading do you find most contentious or with which you disagree? Can you provide specific reasons or evidence to support your perspective, and how might this disagreement contribute to a deeper understanding of the topic?

   These will be due MONDAY 11:59pm THE NIGHT BEFORE CLASS.

3. A midterm exam (20%) Exam may include identifications, fill-in, and short essay questions. This will be proctored during Recitation
4. A research paper (30%) due at the end of the semester. Further instructions will be distributed in class early in the semester.

**** NOTE THAT LATE HOMEWORK OR RESEARCH PAPERS **WILL NOT** BE ACCEPTED****

Required Texts: The assigned readings will be available on Canvas or the university library website. I understand that textbooks can be costly, I have created this course using digitized and free material. **Articles will be posted as PDFs and the textbook is available to read or download through the library website (link below).** If you have any trouble accessing the material, please don't hesitate to email me.

https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=4041927

Workload and Commitment:

According to the U.S. Dept. of Education, 1 "credit hour" is defined as: "one hour [i.e., 50 min.] of classroom or direct faculty instruction and a minimum of two hours [i.e., 100 min.] of out-of-class student work each week for approximately fifteen weeks for one semester." Since this is a 3-credit course, that translates to three hours per week in the classroom, and 300 minutes per week of out-of-class student work. That's about 2-2.5 hours of homework for each class period.

Course Policies:

1. ***Arrive on time.*** When we're all in the classroom on time, we all stay on the same page and the flow of class discussion is vastly improved. Coming late disrupts other students, breaks the flow of discussion, and disturbs me. For that reason, I will lower your participation grade if you are habitually late.
2. Treat ***one another respectfully.*** In this class, we will often deal with controversial issues and have spirited debates and discussions. **It is okay—and even encouraged—for you to disagree with each other and with me, as long as it is done respectfully**.
3. ***Attendance: Attendance*** in this course is required and will be recorded daily. While attendance is crucial to this class, extenuating circumstances may require you to miss a class meeting.
4. ***Participation:*** Don't be afraid to talk, especially if your ideas seem incomplete (you might cause an avalanche of productive thought). This class will thrive on a call and response style of teaching. You are an essential part of it! Also, Participation is part of your grade =)

Communication:

Students are responsible for timely attention to email and Canvas postings for this course and therefore should check the Canvas site and their Rutgers email accounts regularly. Dates and assignments may change; all changes will be announced in class or posted on Canvas or both.

Ethics/Academic Integrity: Read the Rutgers academic integrity policy at http://academicintegrity.rutgers.edu. Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

You are responsible for knowing what plagiarism is. For tips about how to consult sources without plagiarizing, and how to take notes so that you don't plagiarize by accident, see http://www.libraries.rutgers.edu/avoid_plagiarism.

In addition, the Rutgers Copyright Policy assigns ownership of pedagogical materials developed by instructors to those instructors (https://policies.rutgers.edu/view-policies/governance-legal-matters-–-section50#3).

Students do not have the legal right to post course materials on websites without the written authorization of the instructor. Doing so without authorization could violate the University Academic Integrity Policy and subject the student to disciplinary action.

IMPORTANT INFORMATION

Course Website

A Canvas website (https://tlt.rutgers.edu/canvas) accompanies this course. If you have trouble accessing the site, please reach out to one of your instructors.
All students are responsible for timely attention to email and Canvas postings for this course and therefore should check the Canvas site and their Rutgers email accounts regularly. Dates and assignments may change; all changes will be announced in class or posted on Canvas or both. [Please use the Rutgers absence report online system rather than emailing me directly about absences.]

Religious holidays

Please notify the professor and your TA during the first two weeks of the semester if you observe a religious holiday that will prevent you from attending a lecture or recitation section meeting. You may arrange to make up the work missed only if you notify the professor and your TA during the first two weeks of the semester about any expected absence due to a religious holiday.

E-mail communication

In the subject line of your email message, begin with "238" e.g., a subject line might read: "238/reading question" or "328/exam question." (Specifying "238" in your email subject line will help to ensure timely responses.) Start your emails with formal greetings and be polite and concise throughout.

Adress your professors as Dr. or Professor (Not Miss/Ms/Mrs/Mr).

Please email me with any questions you may have. Remember that emails are not text messages so do not expect immediate responses. If you do not receive a reply, you may send a polite follow-up email or speak to us in class, but please allow sufficient time for a response

Use of AI and ChatGPT in Class Assignments

In this course, students are permitted to use artificial intelligence tools, such as ChatGPT, for brainstorming, initial research, and clarification purposes. However, the final product of all assignments must reflect the student's original thought and understanding of the material. Reliance on AI-generated content without proper synthesis or attribution is discouraged and may be considered academic dishonesty. Students are encouraged to use AI responsibly, critically evaluate the information it provides, and integrate it appropriately into their academic work.

Schedule of Topics and Readings

(Any changes or amendments will be announced in class and on Canvas in advance)

Week 1 What is anthropology? What is Europe? Cultural Diversity in Europe
Kockel Chapter 1

Week 2 Prehistory: Land, genes, culture
Gierlińskia 2017
Robb and Harris 2018
Ivanová 2018

Week 3 European Union and Shifting Boarders
Kockel Chapters 8 and 10

Week 4 Politics, Power, and Nationalism in Europe
Hemment
Kockel Chapter 13

Week 5 Migration and Mobility
Kockel et al Chapters 4 and 18
Holmes and Castañeda (2016)
Mbodj-Pouye (2016)

Week 6 Religion and Secularism
Cavanaugh 2007
Kockel Chapters 16 and 17
In class: Returning home: revival of a Bosnian village

Week 7
Mid-term exam in class

Week 8 Food and Food Spaces
Conzo- Food Values
Klumbyte- Soviet Sausage
Kockel Chapter 21

Week 9 Cultural Heritage, Consumer Culture, and Memory
Kockel Chapter 9
Toivanen 2001
Harper- Wild Capitalism

Week 10 Globalization and Economic Transformations in Europe

Susana Narotzky 2016
Astachova 2023
Kriesi et al 2006
Marek Mikus 2024

Week 11 Gender and sexuality across European societies
Greco 2020
Tereškinas 2010
Elissa Helms 2008
Martini et al 2020

Week 12 Health, Medicine, and Biopolitics
Kockel Chapter 27
Roelofke Muusse 2024
Hsu 2012
Nosenko-Stein 2017

Week 13- Language
Garcia Sanchez 2013
Kockel Chapter 22

Week 14
Work on final papers in class

Week 15
Work on final papers at home