

# PEOPLES OF EUROPE

ANTH 3127; 3.0 credit hours; Designations: IRBF, FLXU, AOCE

**Instructor:** Bojka Milicic, Ph.D., Associate Professor-Lecturer



Europa and Zeus, 500/490 BC, Tarquinia, Museo Nazionale Tarquiniese, Italy

**This is an intensive, accelerated course. It does not require a previous background in anthropology and is accessible to all majors.**

**If you have any questions, please contact Prof. Milicic [milicic@anthro.utah.edu](mailto:milicic@anthro.utah.edu)**

**Office: Stewart 101**

**Course description:** Anthropology is the study of human behavior across time and space. This course is an introduction to the cultural anthropology of contemporary Europe. Informed by both the past, but focused on the present, its overall theme is Europe divided and united. The theoretical framework in this course is the concept of **liminality**, an analytical model in anthropology that examines the crossing of boundaries, real or imaginary. Within the last several decades Europe has seen armies, refugees, immigrant workers, and elites **crossing the borders between cultures, nations, and identities**. Anthropology of Europe is heavily motivated by

these events. We will examine traditional topics in anthropology such as **kinship, gender, religion, politics, and economy**, within the context of the current hotly debated themes of **war, immigration, ethnic and religious diversity, and the European unification**. Our course illustrates the unique 'lens' of cultural anthropology, taking different perspectives, from a village, urban, or industrial environment, to the bureaucratic institutions of the state. We will place our knowledge of this cultural area in the general context of human behavior, the main subject of anthropology. We will "travel" to France, Bosnia, Croatia, Ukraine, Germany, Slovakia, Belgium, Ireland, and Romania.

Several documentary films, shown in class, accompany the lectures.

**The three credit hours and designations for this course are the same as in the semester-long courses; therefore, the work required is the same. Students are expected to begin with the readings early in the semester and come to the one-week class sessions with the readings already done. The Study Guides (in Canvas) will provide study questions indicating what to focus on while reading the assigned books and chapters. Canvas will provide other readings (see below, class schedule). The quizzes are based on the Study Guides**

### **Learning outcomes**

With a solid, historically informed, background and the anthropological perspective obtained in this course

- Students will be able to identify, understand, and critically assess current social, cultural, and political processes in Europe
- Students will become familiar with basic applications of a theoretical model in cultural anthropology and research methods, and learn about fieldwork and ethical issues in anthropology.
- Based on selected case studies from Europe, students will be able to understand how specific cultural contexts shape human behavior and how we can explain it in terms of human universals.
- Students will be able to understand Europeans' perception of the United States.
- Students will become familiar with the unique cultural-anthropological perspective that is primarily concerned with and informed by the experience of individuals who give anthropological studies a deeply human and personal dimension.
- Students will be able to cross-reference and complement the knowledge gained in this class with classes in history, political science, geography, religion, and foreign languages and literature.

## REQUIRED TEXTS

Bringa, T. 1995. Being Muslim the Bosnian way. Princeton: Princeton University Press

Shore, C. 2000. Building Europe: The cultural politics of European integration. London, New York: Routledge.

**Additional Readings are cited below on the weekly basis, available on our Canvas**

**Films are shown in class.**

## EXAMS AND GRADES

**Attendance is mandatory! It is a part of your grade. Missing class will result in losing 15 points/day of the cumulative grade.**

**Undergraduates:**

- **Four quizzes**, 50 points each. Beginning on Tuesday, a Quiz takes place each day from 8:15-9:00 A.M, covering the material from the previous day. Quizzes (multiple choice, True/False, fill-ins, short essays) are based on Study Guides posted in advance on Canvas.
- **Final exam:** If you are not satisfied with your quiz grades, you can take a final exam, by appointment, one week after the end of class.
- **Term research paper** (5-6 pages of text, one page budget, one page Bibliography, 1.5 space, Times 12, 100 points)  
Term paper can be individual or a team project (up to 3 students for each project). It is a **research proposal for fieldwork** in Europe based on students' individual interests. The paper is graded on: 1. Content: well-formulated argument, good examples, application of knowledge gained in this class (60 points.) 2. Style: organization, spelling, concise writing (25), proper use of references (15 points). The instructor will provide detailed guidelines on Canvas.  
Term Paper is due Monday, November 6.

**Term Paper outline:** One-paragraph term paper outline and bibliography (two scholarly references at least for the outline) is worth additional 20 points, due Friday, 10/20.  
Papers obtained on the Internet and references to non-scholarly sources from the Internet and papers written for another class are not acceptable.

- The cumulative grade is calculated as a percentage **of the highest score in class. (320 points possible)**
- **Late Term Paper penalty:** If your term paper is late, 5 points will be subtracted for each day, including the weekend.
- **Plagiarism Software Policy:**  
Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment. Plagiarism will result in failing the class.

## GRADE DISTRIBUTION

A 100-95%	B 84-80%	C 70-67%	D+ 62-59 %	
A- 94-90%	B-79-75%	C- 66-63 %	D 58-54 %	
	B+ 89-85%	C+74-71%	D- 53-50 %	E 49% and below

## IMPORTANT DATES:

**Quiz 1. Tuesday, 8:15-9:00.**

**Quiz 2. Wednesday, 8:15-9:00.**

**Quiz 3. Thursday, 8:15-9:00.**

**Quiz 4. Friday. Part 1. 8:15-9:15; Part 2. 4-5**

**Term Paper Outline due: Friday, October 20.**

**Term paper due: Monday, November 6, by midnight**

**ATTENDANCE IS MANDATORY! We meet from 8:00 A.M. to 5 P.M., with an hour and 30 minutes midday break.** Please read the syllabus carefully! Do the readings ahead of class! Take good notes! Plan your term paper in advance! Use the information from class material in your paper! Ask questions and participate in discussions! Talk to me if you have any problems. It is the students' responsibility to request additional information about class material, exams, etc.

## LECTURE TOPICS AND READINGS

**Day 1. Monday.** Introduction. The discipline of anthropology. What is Europe and what are its boundaries? The concept of liminality: key symbols, rituals, and liminal spaces. Case study: Parisian apartments.

Ethnicity and shifting identities in Europe. Case study: Bosnian Muslims - history; identity.

Readings:

Rosselin, C. 1999. The ins and outs of the hall: A Parisian example.

Bringa, T. Being Muslim the Bosnian way. (Textbook). Preface, Ch. 1, 2, 3.

Film: Being Muslim the Bosnian way.

**Day 2. Tuesday.** Bosnian Muslims: daily life; religion and rituals.

Religion, identities, and crossing borders: Islam and Christianity in Europe. Case studies: Muslim women in France; The Marian cults: Ukraine and Herzegovina.

Readings:

Bringa, T. Being Muslim the Bosnian way. Introduction, Chpts. 4, 5, 6.

Mayanthi, F. 2010. Reconfiguring freedom: Muslim piety and the limits of secular law and public discourse in France. *American Ethnologist*.

Halemba, A. 2011. National, transnational, or cosmopolitan heroine? Virgin Mary's apparitions in contemporary Europe. *Ethnic and racial studies* 34 (3).

Film: Does Europe hate us?

**Day 3. Wednesday.** Religion, identities, and crossing borders. Case study: Roma and Sinti (Gypsies) in Slovakia. Dividing and reuniting. The end of the cold war: the re-unification of Germany. The immigrants' post-unification view. Case study: Berlin -The tale of two cities.

Readings:

Kopf, S. 2012. Roma and Sinti: The 'other' within Europe. (In: A companion to the Anthropology of Europe)

Borneman, J. 1995. Belonging in the two Berlins: Kin, state, nation. Cambridge University Press.

Mannitz, S. 2006. The grand old West: Mythical narratives of a better past before 1989 in views of West-Berlin Youth from immigrant families (In: Crossing European Boundaries)

Film: Blood and belonging: Germany returns

**Day 4. Thursday.** Anthropology of the European Union: The structure of the EU. Cultural policies as a nation-building strategy of the EU elites. The symbolic meanings of food and money. Brussels, the unofficial capital of the EU.

Readings:

Shore, C. Building Europe (textbook). Chpt. 1, 2, 3, 4, 5, 6.

Film: Parliament under pressure

**Day 5. Friday.** European Union (EU) – a supranation? Ireland divided: The Troubles. Case study: an Ulster (northern Ireland) border town.

Reading:

Shore, C. Building Europe. Chpts. 7, 8.

Kelleher W. 2006. Claiming the Local the Irish/British Borderland: Locality and Nation-State and the Disruption of Boundaries In: H. Kohnina, et al. eds. 2006. In: Crossing European Borders. New York: Berghahn Books.

Film: Blood and belonging: Mirror, mirror (Ireland)

Supranationalism and nationalism: case studies: European Schools; pagan black metal festival in Romania

Readings:

Shore, C. and D. Baratieri,

Murphy, D. 212. Extreme Nationalist Music Scenes at the Heart of Europe. (In: a Companion to the Anthropology of Europe)

ADA Statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the classroom, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building. CDS will work with you and the instructor to make arrangements for accommodation

Faculty and student responsibilities:

All students are expected to follow behavior in the classroom in accordance with the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code.

According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee

Non-Contract Note.

“Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the