

**FALL 2016
MEDITERRANEAN CULTURES
ANTHRO 3126/6126-001, IR, BF
T, TH 2-3:20, ST 104**

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



Hvar, Croatia

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The class is accessible to all majors!

Course description:

“Medi-terra” is the sea “in the middle of earth”. The Mediterranean Sea carried people and their cultures across its vast expanse. We will examine **how the contemporary Mediterranean world had been shaped through the exchanges of people, goods, and**

ideas travelling across the Mediterranean Sea. Kinship, social structure, gender, religion and ritual are some of the themes traditionally studied in anthropology. They will help us to analyze **cultural, social, political, and economic processes in the Mediterranean area today.**

The readings for this class cover a broad range of topics. Some are classics, while others are case studies in cultural anthropology with the qualitative or quantitative approaches. We can say that globalization really began in the Mediterranean, once the ‘core’ of the **World System**. The Mediterranean Sea provided the necessary communication routes between the “core” and “periphery” that maintained interdependency through the exchange of capital and labor. It was the area where the modern system of banking and credit originated and where the financial, political, military, and cultural “expansion” of the European world began through voyaging. We will “set sails” for the 14th-18th C **Venice** to look at its success based not on natural resources, but on its ships that controlled the **Adriatic and the Mediterranean trade** leading to centuries of financial success, military, and political power. We will cross the Adriatic to follow the Venetian merchant fleet port hopping along the **Dalmatian coast** on its way to the Levantine markets. We will examine a regional model of **core and periphery** through an application of **network analysis** to explain the rise of social stratification in Dalmatian cities through travel and commerce.

Travelling along the Aegean shores we will visit the city of Thebes and look for ancient kinship patterns in the Greek tragedy of Antigone. We will travel to St. Foy, a **small French town**, to the island of **Sardinia**, and to the **Greek village of Spartokhori** to look for the modern Mediterranean **patterns of kinship**, all deeply affected by and transformed through the economic changes through the shifting position of the Mediterranean within the **World System**. Next, we will explore **gender relationships** while visiting with **Muslim women in Tunis**, on the southern shores of the Mediterranean Sea, and discover their powerful **networks** situated within the family and friends dynamics. We will next explore **Muslim lives and religiosity in France in contrast to the French basic value of secularism.**

We will travel to Sicily, a large island off the southern Italian coast. It has a long history of economic and political dependency giving **rise to Mafia in the 19th Century**. A brilliant analysis by two American anthropologists shows how the powerful Cosa Nostra and the struggle against its octopus-like influences **shaped the contemporary political and cultural life not only Sicily, but also Italy as a nation-state.**

Defined in anthropology as patterned repetitive actions, rituals are among the most important symbolic means of human expression. The wild horse race in the Tuscan city of Siena shows competitive and collaborative relationships that have been crosscutting the city since the medieval times. **Patum, an effervescent public ritual in a Catalan town**, serves as a spectacular metaphor with many layers of meaning: from the suppressed Catalan ethnic identity under Franco’s fascist rule, to the passage of Catalonia to regional autonomy in post-Franco’s Spain, the incorporation into the European Union, and her most recent struggle for independence from Spain.

Course objectives:

This class has a strong emphasis on the historical background and the dynamics of communication as the means of unification across geographical, political, and cultural boundaries, but it is aimed at understanding modern Mediterranean people. At the end of the semester students will be able to identify and understand cultural, political, economic, and historical processes in the contemporary Mediterranean. Through the unique anthropological approach they will be able to relate these processes to the individual experience of Mediterranean people. Students will also learn about analytical models such as the World System, network analysis, and graph theory that are particularly useful in analyzing communication structures.

YOUR MOST IMPORTANT RESOURCES: Your PROFESSOR, THIS SYLLABUS, and CANVAS**TEXTS:**

Holmes-Eber, P. 2003. Daughters of Tunis: Women, family and networks in a Muslim town. Westview

Noyes, D. 2003. Fire in the Plaça, D. 2003. Fire in the Placa: Catalan festival politics after Franco University of Pennsylvania Press, Philadelphia

Schneider, J. and P. Schneider 2003. Reversible destiny. Mafia, antimafia and the struggle for Palermo. University of California Press, Berkeley

Additional readings on Canvas as scheduled below.

Teaching philosophy and methods:

This class consist of lectures, in-class discussions, and several films shown in class. Teaching is a process of exchanging and engaging thoughts. It is giving and receiving. The course includes lectures, films, student presentations of readings, and discussions.

How to get a good grade in this class:

Read this syllabus carefully! Attend class! Try to read the assigned chapters ahead of class! Download the notes from Marriott Library Course reserve web page ahead of class! Take additional notes in class! Plan your term paper well in advance! Use the class material in your paper! Ask questions and participate in discussions! Talk to me if you have any problems. You can earn extra credit points for regular attendance, interest in this and class, participation.

It is students' responsibility to ask about notes, exams and other information about missed classes!

Students are strongly encouraged to communicate with the instructor and pick up their exams!

Exams and grades

Undergraduates:

- **Three exams** (two in-class midterms and the final in-class exam, 100 points each). A detailed study guide will be posted on our CANVAS prior to each exam.
 - Students will sign up in groups of 2-4 members for research projects by the third week of the semester. Each team will present in class about 15-20 minutes on their research progress in the course of the semester. The presentations are structured as research proposals and the class will be the panel that allocates the grants based on the quality of the proposals. It is an exercise and unfortunately the money is virtual ☺. Presentations will be scheduled in consultation with the professor. All team members earn the same grade.
- **Team research paper** (5-7 pages, double space, Times 12, 100 points). Each group will turn in their project in the form of a research proposal. The paper is a research team proposal for a project based on students' individual interests. The paper is graded on: 1. Content: well-formulated argument, good examples, application of knowledge gained in this class (70 points.) 2. Style: organization, spelling, concise writing, proper use of references (30 points). The instructor will provide detailed guidelines on our CANVAS.
- **Team research project schedule will be published on Canvas after consultations with students who need to sign up with the topic and a presentation date.**
- **Term paper outline:** title, two paragraphs of the content and at least two bibliographical references (20 points), due November 10.
- Plagiarism will result in failing the class.
- Papers obtained on the Internet and references to non-scholarly sources from the Internet and papers written for another class are not acceptable
- The grade is calculated as a percentage of **420 possible points (460 for graduate students) or the highest score in class**. Participation in class brings additional points.

Graduate students:

Three exams (see above)

- Presentation in class (20 minutes, 2-3 pages notes and a PowerPoint presentation) of one assigned reading (40 points).
- Research paper: research proposal to do fieldwork in the Mediterranean region, 8-9 pages. Guidelines on CANVAS
- Term grade is calculated off 440 maximum points.
- **Graduate students are expected and strongly encouraged to participate in class!**

Late exams/paper/presentation:

If your exam, term paper or presentation is turned in late, **4 points will be subtracted for each day**. Exam deadlines can be changed and make-up exams allowed only under special circumstances or granted with a doctor's note.

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.

GRADE DISTRIBUTION

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

Important Dates

First exam: September 22

Second exam: October 27

**Term paper outline (a couple of paragraphs, at least 2 references):
(One outline per student team!): November 10**

Term paper due: December 8 (last class, hard copy please!)

Final exam: December 15, 1-3 p.m.

Common courtesy:

Out of courtesy to students and the instructor please do not walk out and in of the class to make phone calls, etc., unless urgent. Please use your laptops during class only for this class needs. PLEASE TURN OFF YOUR CELL PHONES IN CLASS!



LECTURE TOPICS AND THE READINGS SCHEDULE (dates are tentative)

WEEK 1. 8. 23/30. The field of cultural anthropology and its methods. The Mediterranean region: A brief overview of the environment, prehistory, and history.

Readings:

Bromberger, C. 2006. Towards an anthropology of the Mediterranean. *History and Anthropology* 17 (2): 91-107. (Canvas PDF)

Milicic, B. 1992. Core and periphery (Marriott Library Course reserve web page)

WEEK 2. 9.6/8 Communication, commerce, and conversation: crossing the Mediterranean Sea. Politics and ritual: Venice. Dalmatian Archipelago: the Eastern Adriatic trade network

Readings:

Burke, P. 1987. The carnival of Venice. (Marriott Library Course reserve web page)

Burke, P. 1987. Rituals of healing in early modern Italy. (From: *The historical anthropology of early modern Italy*. Cambridge: Cambridge University Press) (Marriott Library Course reserve web page)

Milicic, B. 1993. Exchange and social stratification in the eastern Adriatic: a graph-theoretic model. *Ethnology* 32 (4): 375-395. (Marriott Library Course reserve web page)

WEEK 3. 9.13/15. Kinship, gender, and family: ancient and modern Greece

Readings:

Fox, R. 1993. The virgin and the godfather. (From: Fox, R. *Reproduction and succession*. New Brunswick: Transactions Publications) (Marriott Library Course reserve web page)

Just, R. 2000. Godparenthood Ch. 5. (From: *A Greek island Cosmos*. Oxford and Santa Fe) Marriott Library Course reserve web page)

Film: Kypseli, the worlds apart (gender relationships in a traditional village on the Greek island of Santorini)

Students' presentations

First exam: September 22.

WEEK 4. 9.20/22. Kinship and family: France and Sardinia.

Readings:

Rogers, C. 1991. Shaping Modern Times in Rural France: St. Foy's soul. (From: *Shaping Modern Times in Rural France*. Princeton: Princeton University press.) (Marriott Library Course reserve web page)

Mientjes, A. 2010. Pastoral communities in the Sardinian highlands (Marriott Library Course reserve web page)

Students' presentations

WEEK 5. 9.27/29. Kinship and family: Sardinia. Islam in France. Tunisia: Women's networks.

Readings:

Bowen, J. 2004. Does French Islam have borders? Dilemmas of domestication in a global religious field (Marriott Library Course reserve web page)

Film: "Padre, Padrone" (Taviani brothers' adaptation of a former Sardinian shepherd's autobiography illustrating the shifting role of Sardinia in the Mediterranean core/periphery,

poverty, patriarchal family, social stratification, economic migration, education)

Students' presentations

WEEK 6. 10.4/6. Women's networks in Tunis.

Readings:

Daughters of Tunis (textbook!) : Chpts. 1, 2, 3.

New Yorker podcast Tunisia

<http://www.newyorker.com/podcast/political-scene/george-packer-talks-to-dorothy-wickenden-about-tunisia>

Students' presentations.

WEEK 7. 10.11/13. Tunisia: women's networks.

Readings: Daughters of Tunis, Chpts. 4, 5, 6,

Students' presentations

Week 8. FALL BREAK: 10. 9-16

Week 9. 10.18/20. Tunis: conclusions. Sicily: a brief overview of prehistory and history. The transition from feudalism to capitalist economy: the origin of the Mafia.

Readings:

Daughters of Tunis Chpts. 7, 8, Epilogue.

Reversible Destiny (textbook!) Chpt. 1

Student presentations

SECOND EXAM: October 27.

WEEK 10. 10. 25/27.

Sicily: The role of the elites. The shifting position of Sicily in the core/periphery system. The origin and the rise of the Mafia in the 19th Century; the patron/client relationship; the culture of violence

Reversible Destiny Chpts. 2, 3, 4, 5

Students' presentations

WEEK 11. 11.1/3

Sicily: Cultural re-education.

Reversible destiny Chpts. 6, 7, 8, 9

Students' presentations

TERM PAPER OUTLINE (couple of paragraphs, 2 references)

DUE: November 10!

WEEK 12. 11.8/10. Sicily: Palermo strikes back.
Reversible destiny Chpts. 10, 11, 12

Film: Excellent cadavers (Mafia in Palermo)

Students' presentations

WEEK 13. 11.15/17 Anthropology of performance: the Palio of Siena and the Patum of Berga.
Catalonia: Introduction. Patum: the effervescent ritual in Berga.

Readings:

The Palio of Siena: Performance and Process. (In: The Anthropology of Performance: A Reader. ,
ed. Korom, F.J. 150-63. Wiley

Film: Siena – Chronicles of a medieval community

Students' presentations

WEEK 14. 11. 22. Catalan rural estate (Casa pairal) and industrial peternalism.

Readings:

Fire in the Plaça: Chpts. 1, 2, 3, 4

Film: El Bergueda

Students' presentations.

WEEK 15. 11.29/12.Dec.1. Catalonia: Conclusions. Review for final exam.

Fire in the Plaça: Chpts. 5, 6, 7, 8

Students' presentations

TERM PAPER DUE Thursday, December 8 (last class)

Weeks 16. 12. 6./8. Catalonia: Conclusions. Review.

Readings:

Fire in the Plaça: Chpts. 9, 10, 11

Students' presentations.

FINAL EXAM:

U of Utah Final exam Wed., Dec. 15. 1-3 p.m.

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 student is given reasonable notice of the modification. “