



*This picture is selected because it shows the evidence of Islamic culture in the central Italian Province of Abruzzi. Berbers and Arabs, from the 8<sup>th</sup> century to the 15<sup>th</sup> century controlled most of modern day Spain and, for two hundred years, established colonies on Sicily and in South and Central Italy. In the 8<sup>th</sup> century, Arabs and Berbers went as far as central France.*

DEPARTMENT OF ANTHROPOLOGY  
ANTH 325-010/ANTH325-080 HONORS  
PEOPLES OF EUROPE  
FALL 2007

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*Instructor: Dr. Donna Budani*

*Office: 138 Munroe Hall*

*Class Time: MW 2:00pm - 3:15pm*

*Classroom: Willard Hall Room 104*

*Voice Mail: x1859*

*\*Email: [Budani@udel.Edu](mailto:Budani@udel.Edu)*

*\* Besides coming to office hours, it's best to contact me via email rather than Voice Mail. I respond to email in a timely fashion.*

*Office Hours: MW 12pm-2pm 12:30 - 1:30pm; 3:30-4:30pm; Thursday by appointment.*

*Office Hours and special appointments are held in my office, 138 Munroe Hall.*

### Course Description

How many “Europe” are there? Does the term “European” include the countries of East Europe and Turkey? Is European Society homogeneous? What historical role has Islam played and continues to play in contemporary Europe? How do the Italians deal with legal and illegal immigration? What, if anything, can we learn about the European response to the growing multicultural character of European societies? How does the fall of communism affect the sensibilities of those members of East European societies? These are a few of the questions this course aims to explore. In addition, we will read two ethnographies, one about the Bosnian practice of Islam and the other a social support organization to aid those Russian citizens who are marginalized as Russia transforms its economy into a capitalist system. Also we will read a delightful and insightful account of an Englishman who marries an Italian woman and lives in Italy. We come to see the “Italians” through the eyes of a member of another culture, that is, the British understanding of what constitutes “Italianness”. Films will be shown which will introduce us to other European Cultures either not covered by the readings or illustrates issues mentioned in the readings. In sum, this course will introduce students to the diverse cultures of which Europe is composed and the variety of issues affecting European society.

### Course Goals

- To introduce students to an anthropological view which provides a more comprehensive explanation of Europe’s past and present
- To give students the opportunity to critically reflect on their own culturally received knowledge about Europe and Europeans
- To stress the dynamic heterogeneity present within European societies
- To offer students the opportunity to study aspects of East European history not covered in conventional history classes.

### Required Course Texts

1. *Being Muslim The Bosnian Way: Identity and Community in a Central Bosnian Village.* Tone Bringa, author
2. *How We Survived Communism and Even Laughed.* Slavenka Drakulic, author
3. *The New Racism In Europe: A Sicilian Ethnography.* Jeffery Cole, author
4. *Not By Bread Alone: Social Support in the New Russia.* Melissa L. Caldwell, author.
5. *Muslims in the West: From Sojourners to Citizens.* Yvonne Yazbeck Haddad, author.
6. *Italian Neighbors.* Tim Parks, author.
7. *Cultural Misunderstandings: The French- American Experience* Raymonde Carroll, author

### *Class Reading Load*

I am aware that you have other courses each with their own reading assignment. Moreover, I recognize that an assignment of six books makes completing assignments for this course a little difficult. On the other hand this is a 300 level course and as such I do not consider six books excessive. Moreover I took the time and made the effort to select books which are a “good read”. Some books have contents that move faster than others but those books, more scholarly in nature, are not dense and are not a difficult reading. Some on you may experience difficulty in reading ethnography because you are unfamiliar with the genre. This is not a major stumbling block for one becomes quickly acclimated to ethnographic content and style. On the other hand, if you feel truly overwhelmed with the reading load, then I suggest you drop the class.

### *Grading Written Assignments*

I have a rather unusual approach to grading written assignments. Written assignments include presentations, class discussion questions and three essay answer exams. There is one chance for a re-write. Re-write written assignments are not eligible for full credit but can receive an A- and beyond or their numerical equivalent. I would like to point out that you do not get paid for 65% for a 65% effort at work, you just get fired. There are plenty of people waiting in line for your job! – so it is best to get use to doing your best all the time. A zero means that the task is a redo and a check means your work is very good.

## **COURSE POLICIES**

### *Course Design*

This course is designed as a lecture, student presentation and class discussion format. Two presentations are required. If there are not enough assigned readings for presentations, students are expected to select a chapter and write a presentation. Guidelines for presentations are given below. During class, students, who are not presenting, are responsible for participating in class discussion and responding to presenter’s questions.

### *Course Policy on Attendance*

Attendance is mandatory. An attendance sheet will be distributed in class at the beginning of each class session. It is the student’s responsibility to sign the attendance sheet at each class session. Attendance is excused for illness (provided that a copy of a doctor’s note, copy of prescription and receipt from student infirmary is turned in), for school related events, for family emergencies and religious observation. All absences must receive my permission. If students are absent for the above stated reasons, then students must contact me BEFORE class via email. **Any absence that does not have my**

**permission will be counted as an unexcused absence. Unexcused absences will result in a drop in full grade for each absence.** For example, an "A" will change to an "A-". On the other hand, students are rewarded for consistent attendances., for example, a perfect or near perfect attendance will raise a "B" to a "B+"

### **Classroom Etiquette**

Please be sure that cell phones, pagers and other electronic devices are turned off. Once class begins please cease social conversation and please do not chat during class. Voices carry even when you are whispering. If you know beforehand that you must leave class early for a good reason, then you must inform me before class begins. Please sit near the door and leave as quietly as possible. If you must leave class but plan to return in a few minutes, please leave and re-enter as quietly as possible. If you find yourself bored with the material or the class, please take the responsibility to make an appointment to see me. I would prefer that you not to come to class if you will not participate. We are all adults and I expect adult behavior during class.

### **Experience in the Course**

I enjoy teaching anthropology and I take my teaching very seriously. You will have the opportunity at the end of class to evaluate the course. **However, if, during the term, there is something that does not suit you, please feel free to come to my office or communicate with me via email and we can work together to improve your experience of the class.** Do not feel shy or awkward about doing this for I welcome the opportunity to do what needs doing to make the class even better.. I can always improve my presentation. I welcome feedback about your experience with the course during the term. Your comments will help make the learning experience better for all concerned.

### **Bored With Reading?**

It is my experience that students become bored with reading because they are passive readers rather than active readers. Teach yourself to be an active reader. Use your search engine to find the many suggestions and schemes designed to foster active reading. Simply put and active reader questions the writer: What is the argument advanced by the writer? Does it make sense? Why is the writer providing all this description? What is the writer using as evidence to advance his or her argument? What's the point of what I just read? These are but a few suggestions about becoming a better reader. Search the Web for tips on becoming an active reader. When you find something interesting, show it to me. If you are having difficulty with the reading, or not keeping up reasonably well with the reading schedule or have fallen way behind in your read, I urge you to let me know as soon as possible. I have prepared a handout designed to help you become a reader with a purpose – an active reader

### **Late Essay Exams**

It is not my policy to accept late essay exams. However, I do understand that sometimes extraordinary situations occur that are beyond the student's control; Thus, it may help the student if her or his paper is handed in late. Having other

papers due the same week, taking a scheduled exam in a major or other some such reasons are insufficient for me to grant an extension for a paper. To qualify for an extension, the situation must be extraordinary and it must be beyond your control. Students must have my permission for an extension. An extension for a paper is given to the very next class date. So if a paper is due on Monday and you have an extension then the paper is due on the next class date which is Wednesday.

### Arrival Time

If you know you will be late on a fairly regular basis, please notify me at the beginning of the course. If you do arrive late due to schedule of previous class or for some particular reason, you must notify me that you will arrive late on a consistent basis as soon as possible. If you arrive after class has begun, please enter class with as little disruption as possible. Take a seat nearest the door and take care that the door does not slam when you close the door. Chronic unexcused lateness will result in a drop of one half grades for your final grade in this course.

### Active Learning

My lecture style varies: sometimes I will read from notes and sometimes I will lecture without notes using a short outline. Class begins with student presentations followed by discussion and lecture. *I think of teaching as something that facilitates learning rather than an exercise of something I do and students' passively receive.* Also, as far as I am concerned, all questions and comments are interesting and important.

## COURSE REQUIREMENTS

### Class Discussion Question

Students are required to bring a question based on the assigned reading for the class session – that is, a question for Monday is based on Monday's reading assignment. Questions are designed to prompt an engaging class discussion. Students hand in their questions before class begins. I prefer Questions to be typed. Avoid writing questions in slips of paper or half a sheet of paper. If you hand write your question, make sure your writing is legible.

There are many ways to approach the way you formulate a question. For example, you might ask a question for clarification of a point made or a concept referred to in the reading. Ask a question about anything you do not understand. First of all, other students may Do you think you understood the various points made by the author? It's good to think about this question because others in the class may want to ask the question but are too shy to do so. Second, students are

not expected to have back ground knowledge on the subjects and therefore, it is not helpful to accept information without questioning the reading. Does the reading(s) cause you to change your assumptions and challenge your perspective of "Europe" or particular "European Societies"? Do you agree with the author? Why? Why not? Do you think the author is biased or makes assumptions or states false premises? What are they? What do you have to say about the author? Did the reading cause you to think about something in your own culture? These are but a few examples of the types of questions you would be expected to ask. Writing Discussion Questions is valued at a total of 75 points towards your final grade

### Student Presentations

Presentations are not summaries of the reading. ***If a student presents a summary he or he will receive a deduction o 20 points from his or her presentation grade.*** Presentations are designed **to demonstrate a critical reading of the assigned reading** A presenter makes comments on three significant points made by the author which are most compelling to the presenter, the presenter *explains why these three points are important, disturbing and so on and address at least two of the questions listed below.* ***\*Presentations must be 15 minutes long and will include a reflection on the reading material. A reflection can include the merit of the reading to you or what you think is the most important information and insight you gained as a result of the reading. For more details, please carefully read the section on preparing a presentation and preparing a reflexive summary.***

### Preparing A Presentation

**Questions to consider when preparing a presentation are as follows:** How would I describe the readings? What would be the three most significant points that made an impression on me? Why these three? What did I learn that I did not know before? What are some of the important facts and other information provided by the author in this assigned reading? What statement, discussion, and facts presented by the author challenges my point of view or values? What are some of the assumptions the I as the reader bring to the assigned reading and how are these assumptions challenged by the author? Finally, all presentations include a reflective element, i.e., the presenter provides a personal insight as to the impact of the reading and it challenges his or her understanding of Europe and Europeans and provides personal insights about their own culture. *All presentations include reflection on insights about some aspect of the culture gained and end with a question about the material in the chapter presented that is directed to the class. These questions should be departure point for class discussion.*

Presentations should be typed and stapled with your name on each page in the left corner of the page. On the first page, state the reading you are presented, along with page numbers. No hand written presentation will be accepted. The format for the written presentation is an essay. **WHAT IS MOST IMPORTANT IS THAT THE PRESENTER ENGAGES THE CLASS DURING HIS OR HER PRESENTATION.** Presentations are turned in to me at the end of the class. Failure to turn in your presentation at the end of class results in a 15 point deduction from your presentation

score. *Absences on dates for scheduled presentations (if absence has not been approved) will result in a 15 point deduction of points from presentation grade. Students should plan on 15 minutes for a presentation. Presentations are worth 60 points each towards your final grade.*

### **Reflexive Presentations**

Finally, there are presentations labeled “Reflexive”. Organizing a presentation of “Reflexivity” requires a general wrap-up of the key points made by the various presenters for a particular book, and includes your own thoughts about the strengths and weaknesses of the book. How would you rate it on the kinds of information provided by the author? Have the authors and presenters provided insights that cause you change your point of view, challenge your assumption or helped you identify your own views? What specific contribution has the book made to your understanding of European societies? To do a “Reflection Presentation” requires that you give concentrated attention to student presentations, reflect on your own reading of the book and can articulate the message(s) of the book. **As with other presentations, reflexive presentations are worth 60 points each toward your final grade and are expected to be 15 minutes long.**

### **\*Class Discussion**

**\*It is not possible for a student to earn an “A” or “A-” in the course unless students participate in class discussion.** There are many ways to participate in class discussion. One way is to answer the questions asked by a presenter or to ask a question of a presenter. Another is to offer your own reactions to the reading, especially as it concerns what you think are the three most salient points, or about something learned or about assumptions that the reading challenged. Asking questions is very important. I, for one, believe that questions are more important than answers. Participating in class in whatever way that is comfortable for you is very important to the successful implementation of this course design. **Class Discussion is worth a total of 75 points towards your final grade.**

### **Films**

Films are an integral part of this course. Visual media is an effective way to learn and to become aware of issues we will not cover in our assigned readings. Also, films are a way to introduce European cultures that will not be covered in the assigned text. It is important to take notes which identify the films and note your reactions, questions and any implications you draw from the film for these notes will prove useful for your take home essay exams

### **Take Home Essay Exams**

Three 6 to 8 page essays are required in this course. See course schedule for paper’s due dates. Students can select one item among three or four items to write an essay answer. Grading criteria for papers include a strong thesis statement, data offered as evidence and strong arguments in support of your thesis. Avoid using direct quotes from the text.

If you do use direct quotes, keep in mind that quotes do not stand alone. Quotes must be followed by a statement that clarifies, elaborates or further explains the quote. Finally, a paper should demonstrate the student's thoughtful consideration of the subject. Papers end with a section that reflects on the material discussed in the paper. . An "A" paper gives a comprehensive answer well argued, demonstrates an understanding of the issues involved and uses creative vivid language and is well written, i.e., there is an absence of passive language, repeating and "padding text". Essay exams are worth 100 points each. Technical guidelines will be distributed along with instructions for take home exams.

**Student Performance Evaluation**

Three essay exams @ 100 points each = 300  
Two presentations @ 60 points each = 120  
Class Participation 75 points = 75  
Class Discussion Question = 75

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**Total Points Available = 570**

**93+% of 570=A; 92% of 570=A- ; 87% of 570=B+; 84%of 570 =B; 80%of 570=B-; 78% of 570=C+; 84% of 570 = C; 70% of 570=C-; 68% of 570 = D+; 64% of 5705=D; 60% of 570 = D-; 59% of 570 or below receives an "F" for a final grade**

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\*COURSE SCHEDULE

FALL 2007

This schedule represents the best planning design before class begins. It is not written in "concrete". It is flexible and, for reasons which will enhance the course if implemented, I may make changes during the course of the semester. It is the student's responsibility to keep abreast of any and all changes made.

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Wednesday, August 29

Review of Syllabus

Introduction to Course

**Begin Reading:** *Not By Bread Alone: Social Support in the New Russia. Chapter 1 and Chapter 2*

Wednesday, September 5

**Read:** *Not By Bread Alone: Social Support in the New Russia. Chapter 3 and Chapter 4*

**Film:** Re-Imaging Ireland DVD 2387

Monday, September 10

**Read:** *Not By Bread Alone Chapter 1 and Chapter 2*

Presentation 1: Chapter 1. Transnational Soup

Presentation 2: Chapter 2. Making Do

Wednesday, September 12

**Read:** *Not By Bread Alone Chapter 3 and Chapter 4*

Presentation 3: Chapter 3. From Hand to Hand

Presentation 4: Chapter 4. The Forest Feeds Us

Monday, September 17

**Read:** *Not By Bread Alone Chapter 5 and Chapter 6*

Presentation 5: Chapter 5. Strategic Intimacy

Presentation 6: Chapter 6. The Mythology of Hunger

**Begin Reading:** *Being Muslim the Bosnian Way Chapter 1 and Chapter 2*

Wednesday, September 19<sup>d</sup>

**Read:** *Not By Bread Alone. Chapter 7*

Presentation 7: Chapter 7. Socialism Revisited

Presentation 8: Reflexive presentations

Monday, September 24

**Read:** *Being Muslim The Bosnian Way Introduction*

**Film:** 1. *Return to Srebrenica DVD 2039* and 2. *Picture Me the Enemy VHS 9446*

Wednesday, September 26

**Read:** *Being Muslim The Bosnian Way. Chapter 1, and Chapter 2*

Presentation 9: Chapter One, History, Identity and the Yugoslav Dream

*Presentation 10: Chapter Two, A Bosnian Village*

**Monday, October 1**

**Read: *Being Muslim The Bosnian Way. Chapter 3 and Chapter 4***

*Presentation 11: Chapter Three, Men Women and the House*

*Presentation 12: Chapter Four, Marriage and Marriage Procedures*

**Wednesday, October 3**

**Read: *Being Muslim The Bosnian Way. Chapter 5 and Chapter 6***

***Begin Reading Italian Neighbors, pages 3-39***

**Read: *Italian Neighbors pages 3-39; pages-40-83***

*Presentation 13: Chapter 5, Caring for the Living and the Dead*

*Presentation 14: Chapter 6, Debating Islam and Bosnian Identity*

*Presentation 15: Reflexive presentation*

**First Take Home Essay Exam Distributed in Class**

**Monday, October 8**

**Read: *Italian Neighbors pages 3-39; pages 40-83; 84-126***

*Presentation 16: pages 3-39*

*Presentation 17: pages 40-83*

*Presentation 18: page 84-126*

**Wednesday, October 10**

**Read: *Italian Neighbors pages 127-177; pages 178-221***

*Presentation 19: pages 127-177*

*Presentation 20: pages 178-221*

**First Take Home Essay Exam Due in Class Today**

**Monday, October 15**

**Read: *Italian Neighbors pages 222-272***

*Presentation 21: pages 222-272*

*Summary of Italian Neighbors: Presentation 22*

**Read: *Cultural Misunderstandings, Chapter 1***

*Presentation 23: Chapter 1 Home*

**Wednesday, October 17**

**Read: *Cultural Misunderstandings, Chapter 2, Chapter 3***

*Presentation 24: Chapter 2 Conversation*

*Presentation 25: Chapter 3 Parents and Children*

**Monday, October 22**

**Read: Cultural Misunderstanding Chapter 4, Chapter 5 and Chapter 6**

**Begin Reading How We Survived Communism and Even Laughed**

Presentation 26: Chapter 4 The Couple

Presentation 27: Chapter 5 Friendship

Presentation 28: Chapter 6 The Telephone

**Wednesday, October 24**

**Read: How We Survived Communism pages xi-42; pages 43-75; pages 76-103**

Presentation 29: pages xi-42

Presentation 30: pages 43-75

Presentation 31: pages 76-103

**Monday, October 29**

**Read: How We Survived Communism pages 104-142; pages 143-197**

Presentation 32: pages 104-142

Presentation 33: pages 143-197

Presentation 34 Reflexive Presentation

**Wednesday, October 31**

**Film: Children of Fate DVD 3166**

**Second Take Home Exam Distributed in Class**

**Monday, November 5**

**Read: A Sicilian Ethnography**

Presentation 35: Chapter 1, Introduction

Presentation 36: Chapter 2 Working class views of immigrants in Palermo

Presentation 37: What are the differences and similarities of American and Sicilian points of view about immigrants?

**Second Take Home Exam Due in Class Today**

**Wednesday, November 7**

**Read: A Sicilian Ethnography**

Presentation 38: Chapter 3, The View From The Top

Presentation 39: Chapter 4, The Politics of Race and Immigration in the Italian north and south

Presentation 40: Summary of A Sicilian Ethnography

**Monday, November 19**

**Read: Muslims In The West**

Presentation 41: Chapter 1

Presentation 42: Chapter 2

Presentation 43: Chapter 3

Wednesday, November 21

*Class Canceled for Thanksgiving Holiday*

*Read in Muslims in the West Chapter 4, Chapter 5 and Chapter 6*

Monday, November 26

**Read: Muslims In The West**

*Presentation 44: Chapter 4*

*Presentation 45: Chapter 5*

*Presentation 46: Chapter 6*

**Third Take Home Essay Exam Distributed in Class**

Wednesday, November 28

**Read: Muslims in the West**

*Presentation 47: Chapter 7*

*Presentation 48: Chapter 8*

Monday, December 3

**Read: Muslims in the West**

*Presentation 49: Chapter 9*

*Presentation 50: Chapter 19*

Wednesday, December 5

*Third Take Home Essay due in Department of Anthropology no later than 3:30pm on Friday, December 7, 2007. When you hand in your paper to the Administrative Secretary, be sure to ask for a receipt.*