

FALL 2020
MEDITERRANEAN CULTURES
ANTHRO 3126/6126-001, IR, BF
T, TH 2-3:20, WEB 1230

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

Office: Gardner Commons, Anthropology, 4th Floor, 4558

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Hvar, Croatia, © B. Milicic

Course description:

“Medi-terra” is the sea “in the middle of earth”. The Mediterranean Sea carried people and their cultures across its vast expanse since prehistory. 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.

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

Office: Gardner Commons. Office hours: Tuesday 1-2 or by appointment

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This class is accessible to all majors!

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 the 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 “most dangerous horse race in the world”, held annually 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. We will approach these topics from two perspectives: looking at the lives of Mediterranean people relating their experiences to our own, and finding their place within the larger framework of human behavior.

AS BY U OF U REQUIREMENT, WEARING MASKS OR FACIAL PROTECTION ON CAMPUS IS REQUIRED. PLEASE BE AWARE THAT YOU NEED TO PROTECT YOUR FELLOW STUDENTS, STAFF, AND FACULTY.

This class is taught face-to-face. If you have certain conditions that prevent you from coming to campus, please contact Dr. Milicic. You will be required to log in and follow the zoom lectures. Please let me know if you have issues with the internet availability.

LEARNING OUTCOMES

1) Anthropological perspective:

Students will learn about the theoretical and methodological approach in anthropology. We will discuss particular topics, listed above, in the context of Mediterranean cultures as well as in the context of the larger theoretical framework of human behavior.

2) Applying knowledge to Contemporary Global Context:

The Mediterranean is currently at the center of attention due to the large economic migration and refugee population moving across its shores. Through the unique anthropological approach students will be able to understand the contemporary global trends.

3) Intercultural Knowledge:

Students will explore the Mediterranean way of life as a response to environmental, historical, and social circumstances different from their own providing a strong basis for intercultural understanding and cooperation.

4) Knowledge of Cultural Worldview Framework:

Students will explore the systemic nature of interdependency between individual and state both from historical and modern perspectives that form the basis of the Mediterranean cultural worldview. Through developing the proposal for a fieldwork project students will be able to take the point of view of an individual within this framework.

5) Understanding Global Systems:

Students will learn about analytical models such as the World System, network analysis, and graph theory that are particularly useful in studying communication structures underlying the dynamics of global systems.

6) Global Perspective Taking:

With the strong emphasis on the historical background and the dynamics of communication as the means of unification across geographical, political, and cultural boundaries, students

will be able to understand the complexity of the Mediterranean area within the global system as well as the larger framework of human behavior.

7) Research and academic writing: Through the process of writing the term paper students will learn how anthropologists fund and conduct research. The term paper is a collaborative project inducing cooperation, one of the hallmarks of our species.

ACCORDING TO U OF U RULES, WEARING A MASK ON CAMPUS IS MANDATORY: BY WEARING IT I AM PROTECTING YOU AND YOU ARE PROTECTING ME.

PLEASE, RESPECT SOCIAL DISTANCING AND OCCUPY THE SAME SEAT IN THE CLASSROOM THROUGH THE DURATION OF THE COURSE.

Please let me know if you have any personal pronoun preferences.

Please be respectful of your fellow students' voices and opinions in class or in your web comments.

TEACHING PHILOSOPHY

Anthropology recognizes teaching and learning as one of the fundamental traits of our species. It is a process of exchanging and engaging thoughts enriching both students and teachers. It is giving and receiving knowledge and support. I adhere to the Socratic method whenever possible: asking questions and inviting students to develop a dialogue. This class includes lectures and films and strongly encourages student participation and discussions. Everybody is entitled to have a voice and opinion, regardless whether we agree or disagree, and intolerance is not a part of a good class climate.

How to get a good grade in this class:

Please, read this syllabus carefully! Attend class! Read the assigned chapters ahead of class! Download presentations from Canvas ahead of class. Take additional notes in class! Plan your term paper well in advance! Use the class material in your paper! (The detailed guidelines are provided in the assignment). Ask questions and participate in discussions! Please, talk to me if you have any problems. You can earn extra credit points built in the quizzes as well as by showing interest and class participation.

Student responsibility:

It is students' responsibility to ask about notes, exams and other information about missed classes! Students are strongly encouraged to communicate with the professor and pick up their exams.

ATTENDANCE:

The instructor will periodically call the roll and more than 3 absences without a reasonable excuse will result in loss of 3 points each.

TEXTS:

Eber-Holmes, P. 2003. Daughter of Tunis
Schneider, J. and P., 2003. Reversible Destiny
Noyes, Dorothy, 2003. Fire in the Praça

Exams and grades

- **Two midterm exams and the Final** (on-line 100 points each).
- **Format: multiple choice, true/false, fill-in, 3 essays.** A detailed study guide will be posted on our CANVAS prior to each exam.
- **Extra credit:** each exam will contain an additional essay for up to 8 extra points, 24 extra points maximum.
- **Research project paper:** 5 pages of text. Budget, and bibliography are additional pages, double space, Times 12, 100 points. The paper is a research proposal for a project based on student's 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, proper use of references 20 points 3. Presentation 20 points. Detailed guidelines are posted on our CANVAS.
- **Research presentation**

All students must sign up for teams of 3-5 members for research projects by the end of the third week of the semester. Each team will present about 10 powerpoint slides in class for about 15-20 minutes on their research progress. The project is structured as a research proposal and the class will be the panel that allocates the grants based on the quality of the proposals. (It is an exercise and the money is virtual 😊.) All members earn the same grade. The purpose of this project is to understand the anthropological research methods and to promote students' cooperation. The presentation is the basis for the Outline and the Term paper. Each team turns in **ONE presentation.**

Team project presentation schedule: Students will randomly draw presentation dates. The presentation schedule will be published on Canvas. If we cannot accommodate all

presentations in class, students will meet with professor Milicic virtually to discuss their projects.

All presentations will be posted in Canvas and will require other students response..

- **Term paper outline:** title, two paragraphs of the content and at least two bibliographical scholarly references (20 points).
- 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
- Term grade is calculated as a percentage of **420 possible points or the highest score in class.** Participation in class brings additional points.
- **Extra credit** option is built in the exams (see above!)

Late exams/paper/presentation:

If assignments are late, **4 points will be subtracted for each day, including weekends.**

Deadlines can be changed and make-up exams are allowed 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:

Exam 1 on-line: September 24

OCTOBER 8,10 CLASSES GO ON-LINE

Exam 2. on-line: October 22

Outline: November 6th uplpoad in Canvas

Final exam on-line: December 18 2020, 1:00 – 3:00 pm

<https://registrar.utah.edu/academic-calendars/final-exams-fall.php>

Term paper due: Tuesday, Dec. 15th 11:59 (ONE PAPER per team, submit on Canvas)

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. 8/25, 29. The field of cultural anthropology and its methods. The Mediterranean region: A brief overview of the environment, prehistory, and history. Historical anthropology. Disease and epidemics.

Readings:

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

Burke, P. 1987. Rituals of healing in early modern Italy. From: *The historical anthropology of early modern Italy*. Cambridge: Cambridge University Press)

WEEK 2. 8/1, 3. Politics of ritual. Case study: Venice, Queen of the Adriatic; Commerce and communication. Case study: The island of Hvar - The Dalmatian Archipelago in the Eastern Adriatic trade network

Readings:

Burke, 1987. *The carnival of Venice*. From: *The historical anthropology of early modern Italy*. Cambridge: Cambridge University Press)

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

WEEK 3. 9/8, 10. Kinship, gender, and family: ancient and modern Greece. Case study: Ancient Athens. Modern Greece: Kypseli (Aegean Sea)

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

Readings:

Fox, R. 1993. The virgin and the godfather (The story if Antigone) (Fox, R. Reproduction and succession. New Brunswick: Transactions Publications

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

WEEK 4. 9/15, 17. Kinship, gender, and family. Modern Greece case study: Spartokhori (the Ionian Sea); France, case study

Reading:

Just, R. 2000. Godparenthood Ch. 5. (From: A Greek island Cosmos. Oxford and Santa Fe) Kinship and family. Case study: St Foy, France

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.)

Student presentations begin

WEEK 5. 9/22, 24. Kinship and family. Case study: Sardinia

Readings:

Mientjes, A. 2010. Pastoral communities in the Sardinian highlands

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. 9/29, 10/1. Religion in the Mediterranean. Case study: Islam in France. Gender: Women's networks. Case study: Tunis

Readings:

Bowen, J. 2004. Does French Islam have borders? Dilemmas of domestication in a global religious field

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

Students' presentations

WEEKE 8. CLASSES GO ON-LINE!

WEEK 7. 10/6, 8. Gender continues: Women's networks in Tunis.

Readings:

Daughters of Tunis Chpts. 4, 5, 6, 7, 8, Epilogue.

WEEK 8. 10/13,15. The rise of the Sicilian mafia. Sicily: a brief overview of prehistory and history. The transition from feudalism to capitalist economy: the origin of the Mafia. Case

study: Palermo

Schneider&Schneider: Reversible Destiny (textbook) Chpts. 1, 2, 3, 4,
Student presentations

WEEK 11. 10/20, 22. Sicily: Palermo strikes back.
Reversible destiny Chpts. 7, 8

Student presentations

Film: Excellent cadavers (Documentary, Mafia in Palermo)

WEEK 12. 10/27, 29. Sicilian mafia: cultural re-education.
Reversible Destiny 10, 11, 12

Students presentations

WEEK 13. 11/3, 5. Anthropology of performance. Case study: Siena, Tuscany
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

Student presentations.

WEEK 14. 11/10, 12. (Ritual performance. Case study: The Patum of Berga, Catalonia.
effervescent ritual in Berga.
Readings: Fire in the Plaça: Chpts. 1, 2, 3,

Student presentations

WEEK 15. 11/17,19. The Patum of Berga

Readings:
Fire in the Plaça: Chpts. 6, 7, 9
Student presentations

November 24 Last in-class lectures!

WEEK 16. 11/24. The Patum of Berga.

Readings:
Fire in the Placa Chpts. 10, 11.
Student presentations

Class continues on-line!

WEEK 17. 12/1, 3.
Conclusions. Review.

TERM PAPER DUE: Friday, December 15 (submit on Canvas, by 11:59, one paper per group)

FINAL EXAM:
Wednesday, December 9, on-line
1:00 – 3:00 pm
<https://registrar.utah.edu/academic-calendars/final-exams-fall.php>

This syllabus is not a binding contract. The instructor retains the right to make changes according to the class needs if necessary.

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. “