

**FALL 2017  
MEDITERRANEAN CULTURES  
ANTHRO 3126/6126-001, IR, BF  
T, TH 2-3:20**

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

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**This 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 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**.

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 14<sup>th</sup>-18<sup>th</sup> 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 19<sup>th</sup> 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.

**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.

**How to get a good grade in this class:**

Teaching is a process of exchanging and engaging thoughts. It is giving and receiving. The course includes lectures, films, student presentations of research projects, and discussions. Please read this syllabus carefully! Attend class! Try to read the assigned chapters 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, and 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!

**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****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.
- **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 2-4 members for research projects by the end of the third week of the semester. Each team will present in class 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 ☺.) Team members earn the same grade. The purpose of this project is to understand the anthropological research methods and to promote student cooperation. Each team turns in ONE copy of the outline and the paper. **Team project presentation schedule will be published on Canvas after consultations with students who need to sign up with Prof. Milicic by the end of the third week.**

- **Term paper outline:** title, two paragraphs of the content and at least two bibliographical 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
- The grade is calculated as a percentage of **420 possible points or the highest score in class.** Participation in class brings additional points.

**Graduate students:**

- Three exams (see above)
- **Presentation** in class of one of the readings (20 minutes PowerPoint presentation) 40 points).
- Research paper: research proposal to do fieldwork in the Mediterranean region, 7 pages. Guidelines on CANVAS. Research paper presentation in class 100 points.
- Term grade is calculated off 460 maximum points.
- **Graduate students are expected and strongly encouraged to participate in class!**

**Late exams/paper/presentation:**

If your exam, term paper, or presentation are late, **4 points will be subtracted for each day**. Exam deadlines can be changed and make-up exams are 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 21**

**Second exam: October 24**

**Term paper outline (a couple of paragraphs, at least 2 references):  
One outline per team! Submit on Canvas): November 1.**

**Term paper due: December 10 (one paper per team, submit on Canvas)**

**Final exam:** Friday, December 15, 1:00 – 3:00 pm  
<http://registrar.utah.edu/academic-calendars/final-exams-fall.php>

**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.** 8/22, 24. 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.

**WEEK 2.** 8/29, 31. Politics of ritual. Case study: Venice, the Queen of the Adriatic

Readings:

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

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

**WEEK 3.** 9/5, 7. Communication, commerce, and conversation: crossing the Mediterranean Sea. Case study: The island of Hvar. The Dalmatian Archipelago in the Eastern Adriatic trade network

Readings:

Milicic, B. 1992. Core and periphery

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

**WEEK 4.** 9/12, 14. Kinship, gender, and family: ancient and modern Greece. Case study:

Ancient Athens; Santorini, an island in the Aegean Sea; Spartokhori, a village in the Ionian Sea

Readings:

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

Just, R. 2000. Godparenthood Ch. 5. (From: A Greek island Cosmos. Oxford and Santa Fe)

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

Students' presentations

### **FIRST EXAM: September 21.**

**WEEK 5.** 9/19.,21. 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.)

**WEEK 6.** 9/26.,28. 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 7.** FALL BREAK

**WEEK 8.** 10/10, 12. Religion in the Mediterranean. Case study: French Muslims. 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

**New Yorker podcast Tunisia**

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

Students' presentations

**WEEK 9.** 10./10, 12. Women's networks in Tunis.

Readings:

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

Students' presentations

### **SECOND EXAM October 24**

**WEEK 10.** 10/17, 19. 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, 5

**WEEK 11.** 10/ 24, 26. Sicily: Palermo strikes back.  
Reversible destiny Chpts. 7, 8.,

Film: Excellent cadavers (Mafia in Palermo)

**TERM PAPER OUTLINE (couple of paragraphs, 2 references, one outline per group) DUE November 1.**

**WEEK 12.** 10/31., 11/2. Sicilian mafia: cultural re-education.  
Reversible Destiny 9, 10, 11, 12

Students' presentations

**WEEK 13.** 11/7., 9. Anthropology of performance. Case study: the Palio of 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

Students' presentations.

**WEEK 14.** 11/14., 16. Ritual performance. Case study: The Patum of Berga, Catalonia.  
effervescent ritual in Berga.  
Readings: Fire in the Plaça: Chpts. 1, 2, 3, 4, 5

Film: El Bergueda

Students' presentations

**WEEK 15.** 11/21, 23. The Patum of Berga  
Readings:  
Fire in the Plaça: Chpts. 6, 7, 8, 9

Students' presentations.

**WEEK 16.** 12/5., 7. The Patum of Berga. Conclusions.  
Readings:  
Fire in the Placa Chpts. 10, 11

Students' presentations

**TERM PAPER DUE: Sunday, December 10 (submit on Canvas, one paper per group)**



**FINAL EXAM: Friday, December 15, 1-3 PM**

**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. “*