

Fall 2017

ANTH 300: Study of Contemporary Problems Gypsies and Roma in Europe (E, W)

Meets:TBA

Instructor: Prof. Eirik Saethre

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Office Hours: after class or individually by arrangement.

1 - Description

In this course, students will gain an understanding of Romani history and society. Present in Europe since the 14th century, Roma (or Gypsies as they are pejoratively known) are often stereotyped as thieves and beggars. Debunking these stereotypes, we will begin by examining Romani identity and their migration from India to Europe. As the course progresses, we will discuss life in Romani settlements, Romani livelihoods, struggles for equal rights and social inclusion, and the role of nation states and the EU in governing the lives of Roma. Special attention will be paid to Italy's Romani population.

2 – Objectives, Goals, and Outcomes

By successfully completing this course, you will:

- Gain a deeper understanding of the diverse communities of Roma, their histories, and everyday lives in contemporary Europe.
- Use appropriate research tools to formulate a scholarly argument within the context of anthropology and Romani Studies.
- Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.
- Draw from academic readings and anthropological perspectives to develop and improve writing skills.
- Participate in critical, informed, and compassionate conversations with your peers, Italians, and Roma, about the issues facing Roma in Europe.
- Engage in ethical discussions of historic and contemporary Romani persecution, exclusion, and marginalization.
- Develop the skills necessary to work in an international research location with a diverse population.
- Build social and academic relationships with students, instructors, Roma, and the residents of Florence.

3 – Prerequisites

This course is held in English and all class discussions and written assignments will be in English as well; no knowledge of Italian is necessary. Students must have already taken a least one course in the social sciences.

4 – Method

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This course will combine classroom learning with ‘in the world’ experiences that illustrate the daily lives of Roma living in Italy. Activities include lectures, class discussions, fieldtrips, independent research, and peer feedback. Lectures will review the main issues facing Roma in Italy today. Building upon these discussions, students must write a research paper which can have an ethnographic component. This class relies on student discussion and feedback. Share your experiences and perspectives with the class.

5 – Assessments

Social Media Exercise (15%) – Due Weeks 4, 8, and 12

While you are in Florence, I’m sure you will be updating your friends and family about your experiences via Facebook or other social media. In an effort to dispel popular stereotypes, students will write three social media posts about Roma. Drawing from topics we have discussed in class and your own experiences in Florence, compose a paragraph (200-300 words) that reflects upon the place of Roma in Italian society. Tell people what they might not know but should about Roma. Challenge them to think critically about their own conceptions of Roma.

Ethnographic Conversations (15%) – Due Week 6

To examine stereotypes of Roma and gauge the opinions of your fellow residents in Florence, students will conduct a series of informal interviews. During the first few weeks of class, strike up a casual conversation with five other students (not in the class) and five Italians (not teaching at LdM). Each interview should be relatively brief, lasting around ten minutes. You should not have a set list of questions but rather just chat about Roma. After introducing yourself, generally ask what the individual thinks about Roma. Encourage your informant to talk as much as possible. When appropriate and if necessary, ask for more details. Once your interviews are completed, write a four page paper summarizing what you learned. You should address the following questions: What stereotypes of Roma were expressed? Do the views of your informants reflect what we have learned in class? Did you expect people to have these views? What do these interviews tell us about ethnic relations in Florence? How have your views of Roma changed as a result of this exercise?

Assessment Criteria for Ethnographic Conversations:

Style

- Word choice is specific, descriptive, concrete and varied
- A formal scholarly writing style is used throughout the paper
- All interviewees are given pseudonyms

Content

- Students reflect on their own perceptions of ethnic difference and marginalization
- Interview content is used to illustrate views of others toward Roma
- Based on the data, an anthropological approach to understanding popular portrayals of Roma is developed

Structure

- There is an identifiable and effective introduction, body and conclusion
- The introduction clearly outlines the argument and structure of the paper
- The author effectively constructs his or her own argument

Abstract and Preliminary Bibliography (10%) – Due Week 7

In 200-300 words, concisely summarize your forthcoming research paper (see below). Your abstract should (1) give a brief background to the topic of your paper, (2) the anthropological approach you are going to use, and (3) the data that will be marshaled to support your conclusions. Do not ask questions, give answers. Students must also submit a preliminary bibliography containing at least six citations. At least three of these must be anthropological (from anthropology journals or written by anthropologists). Please bold the anthropological citations.

*Research Paper (30%) – First Draft due Week 11
Final Draft due Week 13*

Students will write an original research paper that focuses on a topic relevant to the lives and experiences of Roma. While you can use the topics we cover in class as a guide, this is your chance to find out more about an issue that interests you. I do not want a literature review but rather an original contribution. Make your own argument using evidence that you have collected either through archival research (reading books, journals, and newspapers) and/or ethnographic fieldwork (conducting participant observation, interviews, or surveys). Papers must be between eleven to thirteen pages long (not including the bibliography) and cite at least twelve academic sources. At least eight of these must be anthropological (from anthropology journals or written by anthropologists). Please bold the anthropological citations in your bibliography.

Grading Rubric for Research Paper Assignment (adapted from MCVTS):

CATEGORY	Excellent	Good	Acceptable	Unacceptable
Introduction/ Thesis _____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper’s purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.

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Organization/Development of Thesis ——	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion ——	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style/Voice ——	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage/ Mechanics ——	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.
Citation Format ——	*conforms to AAA rules for formatting and citation of sources are perfect.	*conforms to AAA rules for formatting and citation of sources with minor exceptions.	*frequent errors in AAA format.	*lack of AAA format/numerous errors.
Works Cited/Bibliography ——	*entries entirely correct as to AAA format.	*entries mostly correct as to AAA format.	*frequent errors in AAA format.	*lack of AAA format/numerous errors.

Class Participation and Peer Review (10%)

Throughout the class, discussion is encouraged. Students that talk in class and answer questions will receive higher participation scores. In Week 12, students will be divided into groups to formally critique first drafts. Each student will be required to read the papers of other group members and provide written feedback.

6 - Exams

Final Exam (20%) – Week 14

The final exam will consist of essay questions and cover all material in the course, including readings and lectures.

7 – Evaluation and Grading System

- 15% Ethnographic Conversations
- 15% Social Media Exercise
- 10% Abstract and Preliminary Bibliography
- 30% Research Paper
- 10% Class Participation and Peer Review
- 20% Final Exam

Grading Scale

A+ 99-97	B+ 89-87	C+ 79-77	D+ 69-67	
A 96-93	B 86-83	C 76-73	D 66-63	F 59-0
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

8 – Attendance and Behavior

Mandatory attendance is a primary requirement for a responsible learning experience at LdM. Please note that:

- if the student misses **THREE** classes, the **final grade** will be lowered by one full letter grade.
- if more than **THREE** classes are missed, the final grade will be “**F**” and **NO credits** will be given for this course.

Punctuality is mandatory. Students must arrive in class on time. Any lateness, leaving class during the lesson without notice, not showing up on time after the break, or leaving earlier, will impact the participation grade and the final grade.

In addition:

- Three late arrivals or equivalent (10 to 20 minutes) will result in one absence on the attendance count.
- Missing more than 20 minutes will be considered as one full absence.

It is the responsibility of the student to catch up on any **missed work** and to keep track of his or her absences and cases of tardiness. Make-up classes are always mandatory since part of the course program. If on occasion a class creates a conflict with the another class (different or extended time etc.), the student is **required to inform both instructors in advance**, allowing the two instructors to share a written excuse for the class to be missed.

Correct, active and responsible participation is insisted on. Students are required to **behave** properly within the school premises and during class. Classrooms are to be left in **order and clean**. Students must take **care** of available equipment and materials and promptly report any damage and loss.

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Electronic devices (cell phones, Blackberry, iPod, laptop computers, etc.) must be switched off during class, unless otherwise instructed. Drinking/eating during class is not allowed.

Note: Instructors who find a student's behavior is inappropriate will seek to talk with him/her promptly; if the issue continues, the instructor is required to contact the pertinent LdM authority.

Academic dishonesty: should issues of academic dishonesty arise the instructor will refer to the relevant LdM policy. According to the LdM Rules of Conduct, "Violations include cheating on tests, plagiarism, recycled work, unauthorized assistance, or similar actions not explicitly mentioned in this sentence."

Scheduled class visits are considered regular classes: absence or lateness rules will be applied as for lessons that meet in class, without excuses. All students are requested to **be 5 to 10 minutes early** at the meeting point, so class can promptly enter at the specified entry time. If a student is late, **the class cannot wait** for him/her and the student will be responsible for paying for his/her entry. Please be aware of any **change** of visit location/time/day; get to know the meeting point and any relevant details before the class. Proper behavior and **dress code** must be observed during visits.

Respectful discourse is essential in this class. Ideas, not people, are open to challenge. Here are some suggestions for class participation:

- Show respect for others' feelings and points of view.
- Try to understand points of view that are different from your own.
- Demonstrate that you understand a point of view before challenging it.
- Be supportive of others when they are trying out new ideas.
- Listen and provide space for others to participate.

9 – Readings and Sources

All materials for this course are posted as pdf documents online.

10 –Additional Costs – Transportation costs.

11 – Visits and Trips – During the course of the semester we will take three fieldtrips to allow students to gain a firsthand knowledge of Roma, their everyday lives, and the associations dedicated to helping them. To gain an understanding Romani scavenging and the difficulties associated with this task, we will search for recyclable materials in Florence. Our next trip will be to a Romani settlement where we will visit a family in their home. Students will be able to see the daily life of a Romani community. Finally, we will visit the Associazione Amalipe Romano, a Florence-based NGO that works with Roma across the city.

12 – Materials – not applicable

13A – Class Schedule

Please bear in mind that the contents of individual classes may be changed throughout the course according to the class's progress.

Week 1 – Who Are Roma?

Day 1: Introduction to the Class

Day 2: Okley, Judith. 2014. Recycled (Mis)representations: Gypsies, Travellers or Roma Treated as Objects, Rarely Subjects. *People, Place and Policy* 8(1):65-85.
Tremlett, Annabel. 2009. Bringing Hybridity to Heterogeneity in Romani Studies. *Romani Studies* 19(2):147-168.

Week 2 –Origins

Day 1: Fraser, Angus. 1995. *The Gypsies*. London: Blackwell.

- Chapter 1: Origins
- Chapter 2: Early Migrations

Day 2: Fraser, Angus. 1995. *The Gypsies*. London: Blackwell.

- Chapter 3: Into the Byzantine Empire and the Balkans
- Chapter 4: The Great Trick

Week 3 – Identity and Race

Day 1: Myall, David. 2004. *Gypsy Identities 1500-2000: From Egipcyans and Moon-men to Ethnic Romany*. London: Routledge.

- Chapter 1: The Different Faces of the Gypsy
- Chapter 2: Gypsy Studies and Socially Constructed Identities

Day 2: Myall, David. 2004. *Gypsy Identities 1500-2000: From Egipcyans and Moon-men to Ethnic Romany*. London: Routledge.

- Chapter 4: Race
- Chapter 5: Constructing the True Romany

Week 4 – The Holocaust, Identity, and Ethnicity

Day 1: Stewart, Michael. 2010. The Other Genocide. In Stewart, M. and Rovid, M. (Eds.) *Multi-Disciplinary Approaches to Romany Studies*. Budapest: CEU Press. Pp. 172-195.

Hancock, Ian. 2010. *Danger! Educated Gypsy: Selected Essays*. Hatfield: University of Hertfordshire Press

- Chapter 15: Responses to the *Porrajmos* (Romani Holocaust)

Day 2: Myall, David. 2004. *Gypsy Identities 1500-2000: From Egipcyans and Moon-men to Ethnic Romany*. London: Routledge.

- Chapter 7: Gypsy Ethnicity
- Chapter 8: Constructing the Ethnic Gypsy

First Social Media Exercise Due

Week 5 – Boundaries

Day 1: Maruchiakova, Elena and Popov, Vesselin. 2013. 'Gypsy' Groups in Eastern Europe: Ethnonyms vs. Professionyms. *Romani Studies* 23(1):61-82.

- Lichnofsky, Claudia. 2013. Ashkali and Egyptians in Kosovo: New Ethnic Identifications as a Result of Exclusion during Nationalist Violence from 1990 till 2010. *Romani Studies* 23(1):29-59.
- Day 2: Scheffel, David. 2015. Belonging and Domesticated Ethnicity in Velky Saris, Slovakia. *Romani Studies* 25(2):115-149.
- Olivera, Martin. 2012. The Gypsies as Indigenous Groups: The Gabori Roma Case in Romania. *Romani Studies* 22(1):19-33.

Week 6 – Romani Settlements

Day 1: Stewart, Martin. 1999. *The Time of the Gypsies*. London: Westveiw Press.

- Chapter 3: A Place of Their Own
- Chapter 4: ‘We Are All Brothers Here’

Day 2: Stewart, Martin. 1999. *The Time of the Gypsies*. London: Westveiw Press.

- Chapter 7: *Gazos*, Peasants, Communists, and Gypsies
- Chapter 8: Staying Gypsy in a World of *Gazos*
- Chapter 12: The Shame of the Body

Ethnographic Conversations Due

Week 7 – Romani Economies in Italy

Day 1: Marco Solimene. 2015. ‘I Go for Iron’: XoraxanéRomá Collecting Scrap Metal in Rome. In Brazzabeni, M., Ivone Cunha, M. and Fotta, M. (Eds.) *Gypsy Economy: Romani Livelihoods and Notions of Worth in the 21st Century*. London: Berghahn. Pp. 107-126.

Saitta, Pietro. 2010. Immigrant Roma in Sicily: The Role of the Informal Economy in Producing Social Advancement. *Romani Studies* 20(1):17-45.

Abstract and Preliminary Bibliography Due

Day 2: **Fieldtrip:** Today we will go scavenging in Florence to learn about the items that Roma are seeking and the techniques that they use to collect recyclables.

Week 8 – Poverty and Wealth

Day 1: TomášHrustič. 2015. Usury among the Slovak Roma: Notes on Relations between Lenders and Borrowers in a Segregated Taboris. In Brazzabeni, M., Ivone Cunha, M. and Fotta, M. (Eds.) *Gypsy Economy: Romani Livelihoods and Notions of Worth in the 21st Century*. London: Berghahn. Pp. 31-48.

Judit Durst. 2015. New Redistributors in Times of Insecurity: Different Types of Informal Lending in Hungary. In Brazzabeni, M., Ivone Cunha, M. and Fotta, M. (Eds.) *Gypsy Economy: Romani Livelihoods and Notions of Worth in the 21st Century*. London: Berghahn. Pp. 49-67.

Second Social Media Exercise Due

Day 2: CătălinaTesăr. 2015. Houses under Construction: Conspicuous Consumption and the Values of Youth among Romanian Cortorari Gypsies. In Brazzabeni, M., Ivone Cunha, M. and Fotta, M. (Eds.) *Gypsy Economy: Romani Livelihoods and Notions of Worth in the 21st Century*. London: Berghahn. Pp. 181-200.

Silverman, Carol. 2015. DJs and the Production of ‘Gypsy’ Music: ‘Balkan Beats’ as Contested Commodity. *Western Folklore* 74.1 (Winter):5-29.

Week 9 – Roma in Italy and Migrant Camps

- Day 1: Costi, Natassa. 2010. The Spectre that Haunts Italy: The Systematic Criminalisation of the Roma and the Fears of the *Heartland*. *Romani Studies* 20(2):105-136.
- Sigona, Nando 2011. The Governance of Romani People in Italy: Discourse, Policy, and Practice. *Journal of Modern Italian Studies* 16(5):590-606.
- Day 2: Sigona, Nando. 2005. Locating ‘The Gypsy Problem’. The Roma in Italy: Stereotyping, Labelling, and ‘Nomad Camps’. *Journal of Ethnic and Migration Studies* 31(4):741-756.
- Picker, Giovanni. 2011. Welcome ‘In’. Left-Wing Tuscany and Romani Migrants (1987-2007). *Journal of Modern Italian Studies* 16(5):607-620.

Week 10 – Roma in the Italian Legal System

- Day 1: **Fieldtrip:** Today we will visit a Romani settlement. Please dress appropriately and refrain from taking photos. We are guests in the settlement and must act respectfully.
- Day 2: Ruggiu, Ilenia. 2016. Is Begging a Roma Cultural Practice? Answers from the Italian Legal System and Anthropology. *Romani Studies* 26(1):31-62.
- Tosi Camini, Sabrina. 2011. The Social Dangerousness of the Defendant Is ‘at One with Her Own Condition of Being Nomadic’: Roma and Sinti in Italian Courts of Law. *Journal of Modern Italian Studies* 16(5):652-666.

Week 11 – NGOs

- Day 1: Timmer, Andria. 2010. Constructing the ‘Needy Subject’: NGO Discourses of Roma Need. *Political and Legal Anthropology Review* 33(2): 264-281.
- Trehan, Nidhi. 2009. The Romani Subaltern within Neoliberal European Civil Society: NGOization of Human Rights and Silent Voices. In Sigona, N. and Trehan, N. (Eds.) *Romani Politics in Contemporary Europe: Poverty, Ethnic Mobilization, and the Neoliberal Order*. London: Palgrave Macmillan. Pp. 51-71.
- Day 2: **Fieldtrip:** Today we will visit an NGO, Associazione Amalipe Romano, where you will learn about its role in Romani advocacy and aid.

First Draft of Research Paper Due

Week 12 – The Italian State

- Day 1: **Peer Review:** Today students will be giving feedback on the papers of their classmates.
- Day 2: Solimene, Marco. 2013. Undressing the *Gaĝé* Clad in State Garb: Bosnian *Xoraxané Romá* Face to Face with the Italian Authorities. *Romani Studies* 23(2):161-186.
- Clough Mariano, Isabella and Daniele, Ulderico. 2011. Roma and Humanitarianism in the Eternal City. *Journal of Modern Italian Studies* 16(5):621-636.

Third Social Media Exercise Due

Week 13 – The EU and the Rise of Populism

- Day 1: Guy, Will. 2009. EU Initiatives on Roma: Limitations and Ways Forward. In Sigona, N. and Trehan, N. (Eds.) *Romani Politics in Contemporary Europe: Poverty, Ethnic Mobilization, and the Neoliberal Order*. London: Palgrave Macmillan. Pp. 23-50.
- Simhandl, Karen. 2009. Beyond Boundaries? Comparing the Construction of the Political Categories of ‘Gypsies’ and ‘Roma’ Before and After EU Enlargement. In Sigona, N. and Trehan, N. (Eds.) *Romani Politics in Contemporary Europe: Poverty, Ethnic Mobilization, and the Neoliberal Order*. London: Palgrave Macmillan. Pp. 72-93.
- Agarin, Timofey. 2014. Travelling without Moving? Limits of European Governance for Romani Inclusion. *Ethnicities* 14(6):737-755.
- Day 2: Stewart, Michael. 2012. Populism, Roma, and the European Politics of Cultural Difference. In Stewart, M. (Ed.) *The Gypsy ‘Menace’: Populism and the New Anti-Gypsy Politics*. Oxford: Oxford University Press. Pp. 3-24.
- Picker, Giovanni. 2010. Neo-Nationalism and the Case of Romany Migrants in Italy. In Stewart, M. (Ed.) *The Gypsy ‘Menace’: Populism and the New Anti-Gypsy Politics*. Oxford: Oxford University Press. Pp. 81-94.

Final Draft of Research Paper Due

Week 14 – Final exam

13B – Alternative Lesson

Should the instructor be indisposed or otherwise unable to attend, a substitute teacher (whenever available) will conduct the scheduled or a pre-prepared alternative lesson.