HONOR/SHAME  SACRED/PROFANE  PURITY/POLLUTION
NATURE/CULTURE  MALE/FEMALE  PRIMITIVE/CIVILIZED
LOVE/DUTY

**IBERIA**: SPAIN AND PORTUGAL: Gender roles. Machismo.
Honor & shame.


**GREECE**: Patriarchy. Sacredness & gender. Sexual Separatism


**GLOBAL ISSUES & PATTERNS**: Modernization & family life.
Civilization: costs/benefits. Literacy & pre-literacy.
Living in a global village. Utopias: dream and reality.
“Out of the crooked timber of humanity, no straight thing was ever made.”
-- Immanuel Kant, German Philosopher

“The family is a haven in a heartless world.”
-- Christopher Lasch, American Social Historian

“The family, with all its narrow privacy and tawdry secrets, is the source of all our discontents… We worry about privacy rather than loneliness.”
-- Edmund Leach, British Social Anthropologist

“The hand that rocks the cradle rules the world.” -- Old Proverb


COURSE DESCRIPTION
What does it take to create a viable society? How do people with different cultures and economies draw on their ideas, customs and resources to develop systems of social, community and political organization? And how do those systems affect those who are young or old, rich or poor, male or female, single or partnered, powerful or powerless? These are just some of the central human questions that this course will address by drawing on materials from Southern and Eastern Europe, the Middle East, North Africa, and other parts of the world. Particular attention will be given to core values found throughout the Mediterranean region, specifically, concepts of honor and shame, and purity and pollution. Within that context, we will consider such diverse human experiences as: arranged marriages and polygamy; love and duty; family structure and responsibility; sex and security; the inequalities of class systems and hereditary privilege; people’s responses to poverty and hierarchy; loyalty to clan and tribe; religious beliefs as cohesive and divisive forces; the development of complex civilizations; the cultural handling of war and peace; and the creation of revolutionary and Utopian societies in a rapidly changing and modernizing world. As we voyage through the Mediterranean and then towards home, students will be asked to
think about the qualities of life they value, and how these might be achieved in the families, communities and societies they will create in the future.

COURSE OBJECTIVES

1. To enable students to understand the essential organizational requirements which face all human societies.
2. To explore the cultural nature of family life and its relationship to issues of gender and human sexuality.
3. To survey the diverse forms of kinship and marriage in a sample of Mediterranean societies.
4. To compare the nature of social inequality and social complexity in class and other institutional systems, and in the rise of complex civilizations.
5. To examine various cultural attempts to create a sense of community and a Utopian society.

METHODS OF EVALUATION

(1) Three exams (45%)
(2) Participation in class discussions, debates and exercises (35%)
(3) Field lab, experiential projects and write-ups (20%)

REQUIRED TEXTBOOK

AUTHOR: THOMAS BELMONTE
TITLE: THE BROKEN FOUNTAIN
PUBLISHER: COLUMBIA UNIVERSITY PRESS
COST: $28.00
FIELD ASSIGNMENTS. The required field lab for this course is: Naples City Orientation: History, Progress and Poverty, which will take place on Saturday, July 7th, our last day in Italy. This lab will include material on poverty and social inequality. This field lab, other field trips, and independent fieldwork projects you do will count for 20% of the course grade. In some of the other projects and trips you choose, concentrate on issues related to the themes of this course: family and tribal life; cities, regional identities and social organization; community organization; the cultural role of religious institutions; the treatment and history of ethnic and religious minorities; the development of complex civilizations in history; current efforts to address problems of social injustice; social conflict and its heritage; gender roles and relationships; and the distinctive forms and dynamics of kinship and community life in the various societies we will be visiting. Students are strongly encouraged to participate in a family visit, meal or homestay during the voyage. Other projects can include participant-observation and/or service learning in such settings as schools, child-care facilities, family planning organizations, neighborhood or women's centers, museums, and government and non-profit agencies that focus on families, children, social policy and history, or on issues of political justice. Each student is responsible to participate in and eventually write up the field lab in Naples: your paper (5-6 pages) should also include comparisons with what you have learned about social inequality from your experiences in at least one other country on our voyage. Keeping in mind that the culture of inequality in each country can take many forms -- based on such factors as gender, age, race, ethnicity, class and religion – your papers should address the following topics:

• Your own understandings about the nature, culture and persistence of social inequality in the world
• A description and analysis of poverty and inequality in Naples based on the field lab, and our readings and discussions
• A comparison of the situation in Italy with what you have learned about social inequality in at least one other country on our voyage
• Your reflections on how efforts to address social inequality and social conflict will affect the world during your lifetime.
SOME SUGGESTED EXPERIENTIAL PROJECTS AND TRIPS
FAMILY HOMESTAYS, MEALS OR VISITS: in any country

Spain: ELDERS OF SPAIN & EUROPE: POLICIES, PERILS AND PROMISES IN AN AGING WORLD
BARCELONA CITY ORIENTATION & TOUR
MONTSERRAT-BENEDICTINE RETREAT

Italy: HIGHLIGHTS/TOUR OF ANCIENT ROME
REPUBLICA DEI RAGAZZI: TRANSITION HOME FOR YOUTH
**NAPLES CITY ORIENTATION: HISTORY, PROGRESS & POVERTY (required)
POMPEI / HERCULANEUM
DINNER WITH AN ITALIAN FAMILY

Croatia: DUBROVNIK CITY ORIENTATION
WAR PHOTOS MUSEUM
OSOJNIK / MOSTAR / MEDUGORJE TRIPS

Greece: HIGHLIGHTS OF ANCIENT ATHENS, ACROPOLIS
DELPHI AND MетеORA
VISITING THE CRUCIBLE OF WESTERN DEMOCRACY
EPIDAUROS/MYCENAE/CORINTH

Turkey: CHRISTIAN TRADITION IN TURKEY
GALLIPOLI/CANNAKALE/TROY
ISTANBUL CITY ORIENTATION / KAPALI CARSI BAZAAR
JEWISH TRADITION IN ISTANBUL
ISLAMIC PRACTICES AND ISLAMIC ART
WESTERN TURKEY: IONIAN CIVILIZATION
SUFI DERVISH CEREMONY

Morocco: CASABLANCA CITY ORIENTATION
BERBER VILLAGES OF THE HIGH ATLAS MOUNTAINS
VOLUBILIS/FES
SERVICE VISIT: SOS CHILDREN'S VILLAGE
EVENING WITH A MOROCCAN FAMILY
Portugal: Field labs and other opportunities to be determined. Ideas for Independent Projects should be discussed with me first in order to insure their appropriateness and viability, and secure approval.

COURSE OUTLINE

PART I: FAMILY, GENDER AND INEQUALITY

1. INTRODUCTION: THE SCOPE AND ORGANIZATION OF THE COURSE
   Short writing assignment: A Portrait of Your Family
   (small group projects for next class) DAY #1

2. STARTING FROM HOME
   Readings: J. Crane & M. Angrosino: “Charting Kinship”
   The New York Times: “Married with Children: The Waning Icon”
   and “Only One US Family in Four is ‘Traditional’ ”
   S. Tavernise: “Married Couples Are No Longer a Majority,
   Census Finds”
   Exercise: What Do Families Look Like? DAYS # 2 & 3

3. SPAIN AND SEX: STRUCTURING FAMILY LIFE,
   GENDER AND VALUES
   Reading: S. Brandes: “Sex Roles and Anthropological Research in
   Andalusia” (Spain)
   J. Peristiany: “Introduction” to Honor and Shame: The Values of
   Mediterranean Society
   Exercise: The Honor of Men and The Shame of Women DAYS # 4 & 5

4. ITALY AND INEQUALITY: RICH AND POOR,
   NORTH AND SOUTH
   Reading: T. Belmonte: THE BROKEN FOUNTAIN (on life among
   the poor in Naples)
   Debate: Is social inequality a bad thing? Will the poor always be with us?
   DAYS # 6 & 7

EXAM # 1 DAY # 8
{ SPAIN and ITALY }

SPECIAL FIELD LAB: NAPLES CITY ORIENTATION:
HISTORY, PROGRESS AND POVERTY (July 7, 2012)

PART II: POWER, CONFLICT AND COMPLEXITY

5. CROATIA AND CONFLICT: FAMILIES AND FEUDING IN THE BALKANS
Reading: A. Simic: “The Blood Feud in Montenegro”
Exercise: A Dialogue on ‘Family Values’

DAYS # 9 & 10

{ CROATIA }

6. GREECE AND THE WORLD OF PATRIARCHY
Readings: M. Dimen-Schein: “Only on Sundays: Women’s Place in Greece”
J. Dubisch: “Greek Women: Sacred or Profane”
Film: KYPSELI: WOMEN AND MEN APART, A DIVIDED REALITY
Debate: Is gender inequality desirable?

DAYS 11 & 12

{ GREECE and TURKEY }

7. TURKEY, EGYPT AND THE MIDDLE EAST:
THE RISE OF COMPLEX CIVILIZATIONS
Readings: J. Bronowski: “The Harvest of the Seasons”
B. Fagan: “Introduction to Civilization”
Film: THE HARVEST OF THE SEASONS (on the development of early civilizations in the ancient Near East)
Handouts: Plant Domestication; Global Population;
War Photos: Iraq & Afghanistan
Exercise: Becoming Civilized: What is gained? What is lost?

DAYS # 13 & 14
PART III: RELIGION, MARRIAGE, VALUES AND UTOPIAS

8. CLAN, COMMUNITY AND THE ROLE OF RELIGION: TOTEMISM AND SOCIAL SOLIDARITY
J. Savishinsky: “The Hare and Their Dogs: Human-Animal Bonds in an Arctic Community”
Exercise: Designing a clan totem

EXAM # 2

DAY # 16

9. ARRANGED MARRIAGE & THE MEDITERRANEAN: CHRISTIANITY AND ISLAM, MONOGAMY AND POLYGAMY
Readings: C. Delaney: “Seeds of Honor, Fields of Shame” (Turkey)
C. Glasse: “Women” (in Islam)
E. Hulmes: “Marriage” and “Divorce (Talaq, Infisal, Khul’)” (in Islam)
D. Johnson: “Polygamists Emerge From Secrecy, Seeking Not Just Peace But Respect” (American Mormons)
Exercises: Meet My Spouse… or Spouses:
Writing A Personal Ad

[ MOROCCO ]

10. MOROCCO, URBAN LIFE AND THE EVIL EYE: NEIGHBORS, KIN AND HIPPIES IN MARRAKECH
Reading: E. Fernea: “Fatima Henna’s House”
Role play: Hippies and “Hosts”  

{ PORTUGAL }

11. UTOPIAS, LOST AND FOUND:  
MEDITERRANEAN AND AMERICAN DREAMS  
OF THE PERFECT SOCIETY  
R. Schaefer & W. Zellner: “The Oneida Community”  
(a radical, 19th century Utopian experiment in upstate New York)  
M. Spiro: “Moral Postulates of Kibbutz Culture”  
Exercise: Designing a Utopia  

DAYS # 20-23

EXAM #3  

DAYS # 20-23

{ USA }
ELECTRONIC COURSE MATERIALS

Stanley Brandes
“Sex Roles and Anthropological Research in Andalusia”
Women’s Studies
Volume 13
1987
Pages 357-372

Jacob Bronowski
Chapter 2: “The Harvest of The Seasons”
Jacob Bronowski: The Ascent of Man
Pages 59-89

Julia Crane and Michael Angrosino
Project 3: “Charting Kinship”
Julia Crane and Michael Angrosino: Field Projects in Anthropology, 3rd edition
Pages 44-52

Carol Delaney
Seeds of Honor, Fields of Shame”
David Gilmore (editor): Honor and Shame and The Unity of the Mediterranean
Pages 35-48

Muriel Dimen-Schein
“Only on Sundays: Women’s Place in Greece”
James Spradley and David McCurdy (editors): Conformity and Conflict: Readings in Cultural Anthropology, 3rd edition
Pages 244-254
Jill Dubisch
“Greek Women: Sacred or Profane”
Journal of Modern Greek Studies
Volume 1, Number 1
1983 (May)
Pages 185-202

Brian Fagan
“Introduction to Civilization”
Brian Fagan (editor): Civilization: Readings from Scientific American
1979. San Francisco: W. H. Freeman
Pages 1-4

Elizabeth Fernea
Chapter 10: “Fatima Henna’s House”
Elizabeth Fernea: A Street in Marrakech
Pages 179-194

Cyril Glasse
“Women”
Cyril Glasse: The Concise Encyclopedia of Islam, Revised Edition
Pages 476-477

Clyde Haberman
“Scene: A Purist Kibbutz. Topic: Bringing Up Baby”
The New York Times
October 12, 1994
Page A4

Edward D. A. Hulmes
“Divorce (Talaq, Infisal, Khul’); and “Marriage”
Ian Richard Netton (editor): Encyclopedia of Islamic Civilisation and Religion
2008
Dirk Johnson
“Polygamists Emerge From Secrecy, Seeking Not Just Peace But Respect”
The New York Times
April 9, 1991
Pages A22-A23

Khurrum Mirza and Naved Bakali
“Islam: The Fundamentals Every Teacher Should Know”
Joe L. Kincheloe, Shirley R. Steinberg and Christopher D. Stonebanks
(editors): Teaching Against Islamophobia
2010
New York: Peter Lang
Pages 49-64

The New York Times
“Married with Children: The Waning Icon”
The New York Times
August 23, 1992
Page E2

The New York Times
“Only One US Family in Four is ‘Traditional’ “
The New York Times
January 30, 1991
Page A19

J. G. Perisitiany
“Introduction”
J. G. Perisitiany (editor): Honour and Shame: The Values of Mediterranean Society
Pages 9-18

A. R. Radcliffe-Brown
Chapter 6: “The Sociological Theory of Totemism”
A. R. Radcliffe-Brown: Structure and Function in Primitive Society
Pages 117-132

Joel Savishinsky
“The Hare and Their Dogs: Human-Animal Bonds in An Arctic Community”
The World and I
1990
Volume 5, Number 3
Pages 642-653

Richard Schaefer and William Zellner
Chapter 2: “The Oneida Community”
Pages 46-87

Andre Simic
“The Blood Feud in Montenegro”
William G. Lockwood (editor): Essays in Balkan Ethnology
Number 1
Pages 83-94

Melford Spiro
Chapter 2: “The Moral Postulates of Kibbutz Culture”
Melford Spiro: Kibbutz: Venture in Utopia, augmented edition
Pages 10-37

Sabrina Tavernise:
“Married Couples Are No Longer a Majority, Census Finds”
The New York Times
May 26, 2011
Page A22