



FACULTAD DE
CIENCIAS
SOCIALES
UNIVERSIDAD DE CHILE

Secretaría de
Estudios

-7 JUN. 2017

S O L I C I T U D - P R E G R A D O

NOMBRE Y APELLIDOS

Juan José Guzmán Torán

CARRERA

Antropología Social

CÉDULA DE IDENTIDAD

18934912-2

AÑO DE INGRESO

2014

AÑO de EGRESO

DOMICILIO

Cerro La Parva 777, Las Condes, Santiago, Chile.

COMUNA

Las Condes

TELÉFONO

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CORREO ELECTRÓNICO

Juanjosegt12@gmail.com

FECHA DE SOLICITUD

7 de Junio de 2017

SOLICITA

la convalidación de las asignaturas cursadas y aprobadas
en el intercambio, según acuerda.

Firma



Universidad de Chile
Dirección de Relaciones Internacionales
Programa de Movilidad Estudiantil

ACUERDO ACADÉMICO PARA RECONOCIMIENTO DE CRÉDITOS CURSADOS EN UNIVERSIDAD EXTRANJERA

Nombre del (la) estudiante: Juan José Guzmán
Unidad Académica: Facultad de Ciencias Sociales
Programa o carrera: Antropología Social
Universidad de destino: Charles University in Prague
Período académico: Invierno / 2016

Detalle de las asignaturas a ser reconocidas por la Unidad Académica:

Nombre del curso en Universidad de Destino	Nº de créditos	Nombre del curso en Universidad de Chile	Nº de créditos
Audiovisual Interpreting the Reality	4	Antropología del Cine	8
Cultural Memory and Identity in the Balkans	6	Complementario II	-
Contemporary Latin America	6	Cultura Latinoamericana	8
Introduction to Visual Sociology	7	Complementario III	-
Anthropology of Food and Eating	7	Antropología de la Alimentación	8

A través del presente instrumento, la Unidad Académica involucrada respalda la postulación del (la) estudiante a la segunda convocatoria 2014 del Programa de Movilidad Estudiantil para la realización de estudios parciales en el extranjero.

El (la) estudiante se compromete a realizar los cursos indicados en la Universidad de destino durante el período académico acordado. La Unidad Académica por su parte, se compromete a realizar la convalidación de las asignaturas propuestas, luego que éstas hayan sido satisfactoriamente aprobadas de acuerdo a las reglas y procedimientos de la universidad de destino.

En el caso que el (la) estudiante no pudiese cursar una o más de las asignaturas acordadas, debe gestionar con su Unidad Académica de origen la modificación del presente acuerdo para su posterior convalidación. Además, cualquier modificación al Acuerdo Académico presentado durante la convocatoria debe ser informado oportunamente al Programa de Movilidad Estudiantil, enviando el documento final en los plazos determinados.

Juan José Guzmán T.
18934912-2

Nombre, Rut y firma
Postulante

Nombre, firma y timbre
Director de Escuela



UG

Importante: El estudiante deberá completar un acuerdo académico diferente por cada universidad extranjera a la que postule.



ACUERDO ACADÉMICO PARA RECONOCIMIENTO DE CRÉDITOS CURSADOS EN UNIVERSIDAD EXTRANJERA

Nombre del (la) estudiante: Juan José Guzmán
Unidad Académica: Facultad de Ciencias Sociales
Programa o carrera: Antropología Social
Universidad de destino: Charles University in Prague
Período académico: Verano / 2016

Detalle de las asignaturas a ser reconocidas por la Unidad Académica:

Nombre del curso en Universidad de Destino	Nº de créditos	Nombre del curso en Universidad de Chile	Nº de créditos
Medical Anthropology	7	Antropología Medica	8
Theorizing Memory: Social and Cultural Remembering	6	Complementario I	8
Multiculturalism in Western Europe	6	Oceanía	8

A través del presente instrumento, la Unidad Académica involucrada respalda la postulación del (la) estudiante al Programa de Movilidad Estudiantil para la realización de estudios parciales en el extranjero.

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Juan José Guzmán T
18934-912-2

Nombre, Rut y firma
Postulante

Nombre, firma y timbre
Director de Escuela



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UNIVERZITA KARLOVA V PRAZE
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Smetanovo nábř. 6, 110 01 Praha 1
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fax: 00420 / 224 235 644

POTVRZENÍ O STUDIJNÍCH VÝSLEDKÁCH * *TRANSCRIPT OF GRADES*

Informace o studentovi * Information about the Student

Příjmení * Family Name: **Guzmán**
Jméno * First Name: **Juan José**
Datum narození * Date of Birth: **14.11.1994**
Místo narození * Place of Birth:
Identifikační číslo studenta * Student Identification Number: **81016250**

Informace o programu studia * Information about the Study Programme

Stupeň studia: **bakalářské**
Level of Study: **Bachelor's**
Studijní program: **Mezinárodní teritoriální studia**
Study Programme: **International Area Studies**
Studijní obor: **Mezinárodní teritoriální studia**
Subject of Qualification: **International Area Studies**

Podrobné údaje o jednotlivých dosažených hodnoceních * Detailed Transcript of Individual Grades

Studijní období * Period of Study: **2015/2016**

Kód předmětu Subject Code	Název předmětu * Subject	ECTS	Datum Date	Známka Grade
JMM202	Cultural Pluralism and Antidiscrimination in WE and USA Multiculturalism in Western Europe	6	19.05.2016	2
JSM562	Medical Antropology: Illness, Medicine and the Body Medical Antropology: Illness, Medicine and the Body	7	20.06.2016	1
JMMZ229	Theorizing Memory: Social and Cultural Remembering Theorizing Memory: Social and Cultural Remembering	6	21.06.2016	2
***	Studijní průměr * Grade average	***	***	1.67
***	Celkový počet splněných kreditů * Total Credits	19	***	***

Klasifikační stupnice

Grading Scheme

- 1 - Výborně * *Excellent*
- 2 - Velmi dobře * *Very Good*
- 3 - Dobře * *Satisfactory*
- 4 - Neprospěl * *Fail*
- Z - Zápočet * *Credit*

Explanatory Notes for Users not Familiar with Czech Grading Practice

In the Czech university system, courses are either completed by an examination or by other study requirements. Where a course is completed by examination, it is graded: Výborně [Excellent * 1 * A], Velmi dobře [Very Good * 2 * B], Dobře [Satisfactory * 3 * C], or Neprospěl [Fail * 4 * F]. Where a course is completed by a study requirement other than an examination, it is not graded, but is recorded as a Zápočet [non-graded credit in a non-examination subject]. This is in effect a Pass in a two-tier Pass/Fail grading system.

Vydáno pod záštitou děkana
PhDr. Jakub Končelík, Ph.D.
V Praze dne 28.06.2016
Issued under the auspices of
the Dean
PhDr. Jakub Končelík, Ph.D.
Prague, 28.06.2016

Za správnost * Checked by
Beáta Tomečková
Oddělení zahraničních styků
International Office

Charles University in Prague
Faculty of Social Sciences
International Office
110 01 Prague 1, Smetanovo nábřeží 6
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POTVRZENÍ O STUDIJNÍCH VÝSLEDKÁCH * *TRANSCRIPT OF GRADES*

Informace o studentovi * Information about the Student

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Jméno * First Name: **Juan José**
Datum narození * Date of Birth: **14.11.1994**
Místo narození * Place of Birth: **NA**
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Level of Study: **Bachelor's**
Studijní program: **Mezinárodní teritoriální studia**
Study Programme: **International Area Studies**
Studijní obor: **Mezinárodní teritoriální studia**
Subject of Qualification: **International Area Studies**

Podrobné údaje o jednotlivých dosažených hodnoceních * Detailed Transcript of Individual Grades

Studijní období * Period of Study: **2016/2017**

Kód předmětu Subject Code	Název předmětu * Subject	ECTS	Datum Date	Známka Grade
JJB148	Audiovizual Interpreting the Reality Audiovizual Interpreting the Reality	4	13.01.2017	1
JPM198	Contemporary Latin America Contemporary Latin America	6	10.01.2017	1
JMMZ224	Cultural Memory and Identity in the Balkans Cultural Memory and Identity in the Balkans	6	23.01.2017	1
JSB534	Introduction to Visual Sociology Introduction to Visual Sociology	7	02.02.2017	3
JSM563	Anthropology of Food and Eating Anthropology of Food and Eating	7	09.02.2017	1
***	Studijní průměr * Grade average	***	***	1.4
***	Celkový počet splněných kreditů * Total Credits	30	***	***

Klasifikační stupnice

Grading Scheme

- 1 - Výborně * *Excellent*
- 2 - Velmi dobře * *Very Good*
- 3 - Dobře * *Satisfactory*
- 4 - Neprospěl * *Fail*
- Z - Zápočet * *Credit*

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Vydáno pod záštitou děkana
PhDr. Jakub Končelík, Ph.D.
V Praze dne 22.02.2017
Issued under the auspices of
the Dean
PhDr. Jakub Končelík, Ph.D.
Prague, 22.02.2017

Za správnost * Checked by
Beáta Tomečková
Oddělení zahraničních styků
International Office



Charles University
Faculty of Social Sciences
International Office
110 01 Prague 1, Smetanovo nábřeží 6
Czech Republic
-3-

Course Name: Audiovisual Interpreting the Reality

Lecturer: Martin Štoll, Ph.D.

Actual: 2016

Semester: Winter

Course Description

Course aimed at methods of interpretation of reality by tools of audiovisuality. 12 lectures provide theoretic approaches of (particularly) non-fiction film to relationship between "objective" reality and "author's subjectivity". Thesis are demonstrated by excerpts of classic and contemporary documentary films. A lecturer apply also his filmmaker's point of view at a process of creativity.

Grading policy:

- Class participation/attendance: 30%
- Final essay: 40%
- Final test: 30%

Syllabus JJB148 - Fall 2016

1. Lecture: Authenticity - the main value (4th October)

ROTHMAN, William: *Eternal Verités*. In: WARREN, Charles (eds.): *Beyond Document. Essays on nonfiction Film*. Wesleyan University Press, Hanover and London 1996, p. 79-99

BENNETT, Carl: *Film Authenticity. Evaluation*. In: <http://authenticcinema.blogspot.cz/>

ROBINSON, Andrew: *Walter Benjamin: Art, Aura and Authenticity*. In: *Ceasefire*. <http://ceasefiremagazine.co.uk/walter-benjamin-art-aura-authenticity/>

2. Lecture: Components of Audiovisual Language (11th October)

Components of Film Study and Analysis. In: <http://www.westga.edu/~bjames/ComponentsofFilm.htm>

Elements of Film Making. In: <http://www.filmclass.net/ElementsFilm.htm>

3. Lecture: Between two Poles: Reality and Piece of Work (18th October)

RUSHTON, Richard: *The Reality of Film: Theories of Filmic Reality*. Manchester University Press, 2013.

Realism and "Reality" in Film and Media. Museum Tusculanum Press, University of Copenhagen. 2002

4. Lecture: Between Two Poles: Objectivity and Author's Subject (25th October)

FELDMAN, Seth: *Peace between Man and Machine*. In: GRANT, Barry Keith-SLONIEWSKI, Jeannette: Documenting the Documentary. Close Readings of Documentary Film and Video. Wayne State University Press, Detroit 1998, p. 40-54

RUBY, Jay: *The Image Mirrored: Reflexivity and the Documentary Film*. In: ROSENTAHL, Alan: New Challenges for Documentary. University of California Press, Berkeley. 1988, p. 64-75

SCHINDEL, Daniel: *Objectivity in Documentary Film*. [Moviemezzanine.com](http://moviemezzanine.com/objectivity-in-documentary-film/)
In: <http://moviemezzanine.com/objectivity-in-documentary-film/>

BALDWIN, Belinda: *The Death of Objectivity? When Documentary Footage Becomes Evidence*. Documentary.org In: <http://www.documentary.org/magazine/death-objectivity-when-documentary-footage-becomes-evidence>

MORRIS, Peter H.: Objectivity in Documentary. In: <http://peterhnmorris.com/hello-world-2/>

5. Lecture: Observational Mode (1st November)

BRUZZI, Stella: *The legacy of direct cinema*. In: New Documentary: A critical Introduction. Routledge, London 2000, p. 67-74

BENSON W. Tomas-ANDERSON, Carolyn: *The Politics of the Double Bind. High school*. In: Reality Fictions. The Film of Frederic Wiseman. Southern Illinois University Press, Carbondale and Edwardsville, 2002 p. 197-146

BENSON W. Tomas-ANDERSON, Carolyn: *Reality Fictions and the Rhetoric of Documentary*. In: Reality Fictions. The Film of Frederic Wiseman. Southern Illinois University Press, Carbondale and Edwardsville, 2002, p. 197-146

Modes of Documentary - Bill Nichols.
In: <http://www.godnose.co.uk/downloads/alevel/documentary/Doc%20Modes%20nichols.pdf>

NICHOLS, Bill: *What Type of Documentary Are There?* In: NICHOLS, BILL: Introduction to Documentary. Indiana University Press, Bloomington 2001, p. 99-137
In: http://www.ccm.gov.mo/prog10/mifvf/bill_nichols_6_modes_documentary.pdf

6. Lecture: Forms of Representation and Birth of Stereotype (8th November)

BARSAM, Richard: *Nanook of the North*, In: BARSAM, R.: The vision of Robert Flaherty. The Artist as Myth and Filmmaker. Indiana University Press, Bloomington and Indianapolis, 1988, p. 12-27

BEATTIE, Keith: *Believe Me, I'am of the World: Documentary Representation*. In: BEATTIE, KEITH: Documentary Screens. Nonfiction Film and Television. Palgrave MacMillan, New York, 2004, p. 10-26

Representation. In: BLANDFORD, Steve-GRANT, Barry Keith-HILLIER, Jim: The Film Studies Dictionary. Arnold, London, 2001.

GUEST FROM SPAIN: PILAR CARRERA (15th November)

7. Lecture: Role of Stylization (22th November)

LIPKIN, Steve: *Defining Docudrama: In the name of the Father, Schindler's List, and JFK*. In: ROSENTHAL, Alan (eds.): *Why Docudrama? Fact-Fiction on Film and TV*. Southern Illinois University Press. 1999,

Sliding Scale of Realism vs.

Stylization. In: <http://tvtropes.org/pmwiki/discussion.php?id=9u8wbb72a7cphq78tzi9pja>

8. Lecture: Poetic Mode (29th November)

Poetry-Film & The Film Poem: Some Clarifications. In: <http://www.studycollection.co.uk/poetry.html>

Movie review: Powagqatsi: Life in Transformation. In: tetsuobroker2099.

In: <http://tetsuobroker2099.blogspot.cz/2012/04/movie-review-powagqatsi-life-in.html>

9. Lecture: Creative Treatment of Actuality (6th December)

GRIERSON, John: *First Principles of Documentary* (1934). In: BARSAM, Richard Meran: *Nonfiction Film. Theory and Criticism*. A Dutton Paperback. New York, 1976.

LOVEL, Alan-HILLIER, Jim: *The Documentary Film Movement: John Grierson*. In: *Studies in Documentary*. The Viking Press, New York, 1972, p. 9-35

BERNSTEIN, Matthew: *Documentaphobia and Mixes Modes*. In: GRANT, Barry Keith-SLONIOWSKI, Jeannette: *Documenting the Documentary. Close Readings of Documentary Film and Video*. Wayne State University Press, Detroit 1998, p. 397-415

MOHAMED, Sufi: *Documentary Film Theory and John Grierson*. In: Indiejudge.

In: <http://www.indiejudge.com/film-theory/documentary-film-theory-john-grierson/>

10. Lecture: Imaging of a Man/Human (13th December)

KUEHL, Jerry: *Lies about Real People*. In: ROSENTHAL, Alan (eds.): *Why Docudrama? Fact-Fiction on Film and TV*. Southern Illinois University Press. 1999, p. 119-124

BRUZZI, Stella: *The president and the image: Kennedy, Nixon, Clinton*. In: *New Documentary: A critical Introduction*. Routledge, London 2000, p. 127-152

11. Lecture: Imaging of a Place/Genius Loci (20th December)

GALT, Rosalind: *Pretty: Film and the Decorative Image*. Columbia University Press, New York, 2011

HALLAM, Julia: *Mapping the "City" Film 1930-1980*. In: HALLAM, Julia-ROBERTS, Les: *Locating the Moving Image. New Approaches to Film and Place*. Indiana University Press. Bloomington-Indianapolis, 2014

12. Lecture: Imaging of a Time/EPOCH (reserve)

HALL, Jeannie: *Don't You Ever Just Watch?* In: GRANT, Barry Keith-SLONIOWSKI, Jeannette: *Documenting the Documentary. Close Readings of Documentary Film and Video*. Wayne State University Press, Detroit 1998, p. 40-54

HAGITH, Toby-NEWMAN, Joann: *The Holocaust and the Moving Image - Representations in Film and Television Since 1933*. Wallflower Press, 2005.

Contemporary Latin America
JPM198
Winter semester 2015
Lectures and seminars: Tuesday, 18:30 - 19:50
Seminar room: J4019
Lecturer: PhDr. Malvína Krausz Hladká, Ph.D.
e-mail: hladka@fsv.cuni.cz
Consultation time: Tuesday, 11:00 - 12:00

Course Description

Subject Aims and Objectives

The subject: Contemporary Latin America selectively covers the politics, regional organizations and international role of South America. This course provides an introduction to the development and current context of politics in Latin America as well as to theoretical approaches to democracy and development used in political science. It includes case studies of Mexico, Cuba, Colombia, Brazil, Chile and Argentina. Major themes include the issues of political and economic reform, social crisis and transformation, challenges to democratization, and the emerging role of economic regionalism, driven by organizations such as Mercosur, NAFTA and the FTAA. New foreign and security policies are also assessed, looking forward to the region's needs in the 21st century.

How important was the "Washington Consensus" in influencing economic reforms in Latin America during the 90? Were there alternatives to what was done? What was responsible for economic crisis and increasing poverty: the reforms, or the lack such reforms? The answers to these (and many other) questions should be found, or at least analyzed during the semester. The course will also explore alternatives for the future. Students may choose seminar and essay topics of particular interest to them.

Requirements

Attendance:

All students, whether or not they are giving a presentation, are expected to prepare so that they can participate fully in the subsequent discussion of the topic. Participation in seminar discussions is required. Students are expected to attend 90 % of seminars and lectures.

Final Exam

Final exam accounts for 70% of the total grade.

Final exam questions/topics will be carefully chosen from all course lectures, seminar topics, required reading and presentations.

In case of absence, the student has to provide the lecturer with a substantial reason (illness etc.) in advance (see the lecturer's private e-mail above).

Assessment

Assessment will be based on one oral presentation and final exams: Final exam (90 min).

The final grade for MA students is a combination of the following items:

Presentation: 30%

Final exam: 70%

Participation in seminar discussions is required. Students are expected to attend 90 per cent of seminars and lectures.

A brief course overview

Schedule

October 4, 2016:

Introduction to the course, requirements. Introduction to essay writing and presenting, .
Course overview

October 11, 2016:

Introduction to Latin America
An Introduction to Latin America in the Global System: Places and Themes

October 18, 2016:

Deepening Democracy

From Colonisation to Nationalism to Globalisation
Changing political structure and culture, Democratization, Transition of Political Systems,
Contemporary "dictators" or political elites, Privatization and trade liberalization policies

October 25, 2016:

Politics of Latin America
Population Issues, Pattern of Historical Development, Political and Economic Ideologies
Political systems, theories, political culture

November 1, 2016:

Crisis in México, Argentina, Chile and Brazil
Mexico in Progress and Crisis: From Cortés to NAFTA
Brazil: An Emerging, Revisionist 'Great Power'?
The Struggle for Democracy: Chile and Argentina. The own attitude of Chile as a worlds
player - its relations in between the states of Latin America, the relations with the
European Union and United States of America, the solution and a model for the rest of the
countries?

Crisis in the states of the regions that mostly influenced the world?s economy. The
position of the financial institutions like IMF, the World Bank and IADB

November 8 2016:

New left in Latin America;
Political Parties, Electoral Systems, Presidencialism, NGOs, (Mis) rule of law, bureaucracy
and administration. Pink tide, Globalisation in Latin America , Populism vs. leftism

November 15, 2016:

Integrative Trends of Latin American region

Regional Organisations and Political Regionalism: The Hemispheric Dream

Dimension of the Latin American integration, models of integrations, current situation of the economic and political integration, regionalization and globalization in the processes of the integration and its framework of international relations.

November 22, 2016:

MERCOSUR - past and future

From Mercosur to Free Trade Areas

Latin American most developed integrative process made of Argentina, Brazil, Paraguay and Uruguay, relations with European Union, Summits and Agreements, Future visions.

November 29, 2016:

NAFTA and the FTAA - vision or reality?

The relations of USA and Mexico, Canada and Mexico.

Ten years of the process of generating NAFTA, pros and cons for each state.

December 6, 2016:

The Washington Consensus and US Leadership

The Shifting Pattern of US-Latin American Relations

History and continuation of the relations among USA and the states of Latin America, OEA, TIAR, ALCA, TLCAN, Monroe's Doctrine, Dollars Diplomacy, Interventions and Imperialism. Presidency of Bush vs. Clinton.

December 13, 2016:

Social Patterns

Social Structures, Criticism of Social Policy, Trends and Changes in the 20th century, Urbanization and problems of overcrowded megalopolises, Degradation of the Environment, Commercial development of the region, Deforestation programs, Coastal pollution, Urban growth, Social Movements.

Alternatives for the future

The Latin American Search for Foreign Policy and Security in the 21st Century, The Quest for Stability: From Dependence to Interdependence, The Global Context of the region of Latin America, Political Changes and Economic prospects, Models of Growth, Globalization and Regional Integration in the World of Tomorrow.

Presentation and Seminar Papers:

Presentation:

The presentation or written seminar paper accounts for 30% of the total grade. The oral presentation should reflect an intellectual mastery of the topic, good structure, good presentation.

Each student will give one formal presentation, which should last about 10-15 minutes.

Please, make sure that you come to the seminar the day when your presentation is due. Any presenter who cannot come the day of his/her presentation must inform the lecturer at least 24 hours in advance (see the lecturer's private e-mail address above). You should provide the lecturer with a substantial reason (illness etc.) for your absence.

As for the seminar paper - minimum 10 - maximum 15 pages long (one-and-half spaced) essay should be written, by the end of semester on the topics suggested below or other chosen topic previously consulted with lecturer. The essay should be typed on one side paper and must include references and bibliography related to topic. Students are asked to submit both - electronic and hard copy versions of the presentation.

Seminar Presentation:

The aim of the seminars is to 1) expose other students to a wide range of topics, data, research and viewpoints 2) to stimulate thought and discussion on the topic 3) to sharpen presentation and discussion skills 4) to cover subjects in more detail than can be done in the lectures. They are an integral part of the subject.

A range of themes are briefly indicated below. Choose one of these areas, or see the lecturer to plan an individual topic. Do not choose a seminar topic that is the same as, or overlaps too closely, with your colleagues. You will need to do some individual research on this, and use current magazines, papers and journals to cover some issues. See the lecturers, or the librarian, for help in identifying some of these resources.

In the presentation, it is best (but not necessary) to provide students with a 'base' information sheet, outlining your topic, the central question, the key facts, and a summary of your conclusion. Include a bibliography of your sources and ensure that you reference these properly. Since there will be 1-2 speakers each week, plan your speaking time for 10 minutes plus 5 minutes discussion time. You will need to have prepared some key questions to lead this class discussion. You may use data projector, power point presentations, video sources, computer or audio materials but ensure that suitable equipment is available. You will be assessed on your ideas, evidence and arguments. If you have booked in for a week ensure that you present at that time. If you need to re-book a time, see your lecturer in advance. Students will not be allowed to re-book into fully-loaded weeks. Material presented in seminars is an important part of the subject. Sample Seminar Topics.

Author-date references will be found in the bibliography below. Any topic connected with Latin America and its international role might be a suitable seminar topic, but approval in writing is required with your lecturer if you are developing an individualized topic. Alternatively, you may choose one of the following topics:

1. Outline U.S.-Brazil relations since the end of the World War II. What tensions exist in this relationship?
2. Is democracy alive and well in Venezuela? Critically discuss, noting events through 2012-nowdays.
3. Outline the progress of the conflict between the Colombian government and revolutionary groups such as the Revolutionary Armed Forces of Colombia (FARC). What are the prospects for the future?
4. Outline efforts at cooperation between Mercosur and the European Union. What are the likely benefits of such cooperation?
5. Are problems of governance in Haiti a regional problem? Outline the international implications of Haiti's social and economic problems.

6. 'The problem of poverty in Latin America, taken on average, has not been solved or even seriously reduced over the last decade.' Critically discuss poverty and inequality, distinguishing long and short-term trends in one or more Latin American countries.
7. What problems confront Nicaragua through to 2004-2005 in rebuilding a viable and stable state?
8. Are traditional indigenous cultures of the Americas still viable? Outline the contemporary role and influence of one such culture, e.g. the Maya in Mexico or the Andean cultures of Peru.
9. Has the OAS (Organisation of American States) been effective in promoting and supporting democracy over the last decade?
10. Outline the role of the International Monetary Fund (IMF) in the economy of Argentina. Is a new approach needed for countries such as Argentina?
11. Analyse the pattern of migration across the Mexico-U.S. border. Can this migration be in any real sense 'controlled', especially with increased trade flows since the NAFTA agreement? (Include comment on policies initiated by President Bush in 2004.)
12. What form of government is likely to be established after Fidel Castro is no longer the leader of Cuba? What impact might this have on Cuba's international relations?
13. Has the 'war on terror' influenced Latin America and its relationship with the U.S.? What the implications of this process for the region?
14. What role should indigenous parties play in Latin American politics? Critically discuss using at least two examples.
15. What benefits do countries such as Mexico, Peru and Chile gain from membership in APEC?
16. Outline the contribution of Afro-Americans in one Latin American country, e.g. Cuba, Brazil or Jamaica. What challenges face these communities today?
17. Outline the Chiapas rebellion and indicate how the rebels have run their international political campaign against the policies of the Mexican government. What are the long term effects of this campaign?
18. Discuss recent political and economic reforms in Peru. Are these reforms likely to be successful?
19. Outline Chile's current foreign policy, indicating its key aims.
20. What are the outstanding legacies of democratic transition from military regimes, e.g. in Argentina, Chile or Brazil? What role should the military play in these countries?
21. What was the legacy of Simón Bolívar? Do his ideas still have influence on Latin America today?

Bibliography:

General books

- ATKINS, G. Pope, Handbook of research on the International Relations of Latin America and the Caribbean Boulder, Westview Press, 2001
- BLAKE, Charles H. 2005. Politics in Latin America. Houghton Mifflin Company. ISBN: 0618215522
- CHASTEEN, John Charles, Born in Blood and Fire: A Concise History of Latin America, N.Y., W. W. Norton & Company, 2001
- FRIEDEN, Jeffry A. et al. (eds.) Modern Political Economy and Latin America: Theory and Policy, Boulder, Westview, 2000
- GIBSON, Edward S. Federalism and Democracy in Latin America, Baltimore, John

Hopkins,
2004
GRINDLE, Merilee & DOMINGO, Pilar (eds) Proclaiming Revolution: Bolivia in Comparative Perspective, Cambridge, Harvard University Press, October 2003
GWYNNE, Robert N. & KAY, Cristobal Latin America Transformed: Globalization and Modernity, Cambridge, CUP, 1999
JOSEPH, G.M. & HENDERSON, Timothy J. (ed.) The Mexico Reader: History, Culture, Politics, N.Y., Duke University Press, 2003
MORA, Frank O. & HEY, Jeanne A.K. Latin American and Caribbean Foreign Policies, N.Y., Rowman & Little Publishers, 2003
PAYNE, J. Mark et al. Democracies in Development: Politics and Reform in Latin America, Inter-American Development Bank, 2002
SKIDMORE, Thomas E. & SMITH, Peter H. Modern Latin America, Oxford, OUP, 2000
TULCHIN, Joseph S. & ESPACH, Ralph H. (eds.) Latin America in the New International System, Boulder, Lynne Rienner, 2001
UNGAR, Mark Elusive Reform: Democracy and the Rule of Law in Latin America, London, Lynne Rienner, 2002
WILLIAMSON, Edwin The Penguin History of Latin America, Harmondsworth, Penguin, 1992

Recommended bibliography:

Legal culture in the age of globalization : Latin America and Latin Europe / edited by Lawrence M. Friedman and Rogelio Perez-Perdomo. -- Stanford : Stanford University Press, 2003
Democratic accountability in Latin America / edited by Scott Mainwaring and Christopher Welna. -- Oxford : Oxford University Press, c2003. -- xv, 343 s.
Shaping the political arena : critical junctures, the labor movement, and regime dynamics in Latin America / Ruth Berins Collier and David Collier. -- Notre Dame, Ind. : University of Notre Dame Press, c2002
The Mexico reader : history, culture, politics / edited by Gilbert M. Joseph and Timothy J. Henderson. -- Durham : Duke University Press, 2002. -- x, 792 s.
Latin America and the United States : a documentary history / Robert H. Holden ; Eric Zolov. -- New York : Oxford University Press, 2000.
The most dangerous area in the world : John F. Kennedy confronts Communist revolution in Latin America / by Stephen G. Rabe. -- Chapel Hill : University of North Carolina Press, c1999
Presidentialism and democracy in Latin America / edited by Scott Mainwaring, Matthew Soberg Shugart. -- Cambridge : Cambridge University Press, 1997.
Latin America in the twentieth century / Peter Calvert and Susan Calvert. -- Basingstoke; London : Macmillan, 1990
Cienfuegos, Manuel Mateo (2006): La asociación estratégica entre la Unión Europea y el Mercosur, en la encrucijada (Barcelona: CIDOB edicions).
<www.cidob.org/es/content/download/3239/35338/file/doc_americalatina_15.pdf>.
(sekce Oxford Journals). Proto v textu nemohu uvést konkrétní čísla stránek.
Sanahuja, José Antonio (2007): "Regionalismo e integración en América Latina: Balance y perspectivas", In: Pensamiento Iberoamericano, 2. období (obnovené vydávání časopisu, počítá se od nuly), č. 0, 2007/1, s. 75-106,

<<http://www.pensamientoiberoamericano.org/xnumeros/0/pdf/pensamientolberoamericano-22.pdf>>.

Recommended Journals and Magazines (available in various formats):

The Economist

Financial Times

Foreign Affairs

Foreign Policy [Internet Access also at

http://www.foreignpolicy.com/search_fp_archive.html]

Global Society

International Affairs

Journal of Interamerican Studies and World Affairs (via Ebsco Database)

Latin American Perspectives

Latin American Politics and Society

Latin American Research Review

Survival

Third World Quarterly

UNESCO Courier

World Politics

Recommended internet resources:

A number of Websites are quite useful, and more are coming on line every month, though these are of variable quality. As usual, it is important to check Net sources for bias, and to use a range of different sources where possible, including books and academic journals.

Different specialist sites will be pointed out in lecture handouts. Useful databases and Website include: -

Ebsco. This includes a wide range of magazines and journals.

The Centre for International Policy has a range of information, papers and articles on Latin America, especially focusing on Columbia, Central America and the US perspective at

<http://www.ciponline.org/>

Central America Daily is an English newspaper covering Latin American current affairs at

<http://www.centralamericadaily.com/>

CNN has special Americas coverage at

<http://www.cnn.com/WORLD/>

A range of useful on-line historical material will be found in the Hispanic Reading Room of (U.S.) Library of Congress, located at

<http://lcweb.loc.gov/rr/hispanic/>

The International Relations Portal includes a Latin America daily news update, as well as a range of articles, lectures and links concerning international affairs. An education and research site, see

<http://www.international-relations.com>

Internet Resources for Latin America provides a quite comprehensive list of news services, articles, and Web resources at

<http://library.nmsu.edu/subject/bord/laguia/>

A comprehensive listing of Latin American newspapers on the Web (some in English) will be found on the Lanic Website at

<http://lanic.utexas.edu/la/region/news/>

Latin American Newsletters contains useful current political analysis at

<http://www.latinnews.com/>

Le Monde diplomatic has quite good coverage of Latin America. Their collection is searchable, with about a third of their articles accessible without payment. Located at

<http://www.en.monde-diplomatique.fr/>

A range of useful information can be accessed through the official Website of the Organisation of American States (OAS) at

<http://www.oas.org/>

The Rand Corporation has a large number of online articles and some books concerning Latin America, which can be searched at

<http://www.rand.org/search/>

Sincronia is a free-access Journal, written in Spanish, studying Latin American culture and politics at <http://fuentes.csh.udg.mx/CUCSH/Sincronia/index.html>

For current developments the World Wide Web is another interesting source. For instance:

The Economist (libraries or www.economist.com)

The New Presence (libraries or <http://www.new-presence.cz>)

Freedom House (<http://freedomhouse.org>)

European Voice (<http://www.europeanvoice.com>)

Radio Free Europe/Radio Liberty (<http://www.rferl.org>)

Web pages of political parties, deputies, senators, presidents, parliaments, politicians, various NGOs, BBC, The Guardian, The Times, CCN, etc.

More sources (books, journals, databases) available at the Institute of the International Relations library (<http://www.iir.cz>), City Library in Prague (www.mlp.cz)

Course Name: Introduction to Visual Sociology

Ludmila Wladyniak, M.A.

Actual: From 2016

Semester: winter

Course Description

The course is an introduction to visual sociology and visual studies. It gives students the opportunity to get to know the basics of visual sociology, both in theory and practice. The course is designed not only to present theoretical approach and methodological background of the subdiscipline, but also to give students the opportunity to explore the field themselves and gain some research practice. The course is completed by one in-class workshop and students' own projects that are to be presented and discussed during the last classes.

Objectives:

- to present the basic assumptions and main currents of the subdiscipline
- to help to understand the visual culture – offline and online
- to let students explore the field themselves
- to involve students into the practical exercises and activities
- to show the usability of sociological approach outside the academic environment

Requirements & assessment:

- active participation in classes – 20%
- in-class presentation – 30%:
 - o the presentation must be based on the suggested paper
 - o visual materials are required to support the presented problem
 - o students' own research or case study approach are very welcome
 - o one topic can be presented by max. 2 students
- project – 50%:
 - o in a form of a photo-essay investigating one of the given topics
 - o to be presented publicly during last classes
 - o given to the teacher in a form of a written essay with the well-described and prepared methodological section at the end of the course (1500 – 2000 words)

- o could be done in pairs

- Attendance:

- o students may skip one class (no excuse needed)

- o the attendance during workshop (classes no 10) is obligatory

Grading system:

- 90 – 100: excellent

- 80 – 89: very good

- 60 – 79: good

- less than 60 points: fail

COURSE PROGRAM

1. Introduction to the course

Introducing the course, its objectives and rules.

2. Reading pictures

Students' own experiences with visual texts. Reception of visual materials and possible meanings.

Students are asked to introduce themselves by using a chosen photo.

LITERATURE: Marcus Banks (2001) Reading pictures, in: 'Visual methods in social research'. London, Thousand Oaks, New Delhi: SAGE publications, p. 1-9.

PRESENTATION: John Grady (2001) Becoming a Visual Sociologist. Sociological Imagination, no 1/2, vol. 38, p. 83-106.

STUDENTS' OWN MATERIALS: All students are asked to bring to the class one photo which they are asked to introduce themselves by.

FILM: John Berger 'Ways of seeing', part 1

3. History of image and photography

Brief presentation of the history of photography.

LITERATURE: Susan Sontag (2005) 'On Photography'. New York: Rosetta Books, p. 1-20.

STUDENTS' PRESENTATION: Susan Sontag (2005) 'On Photography'. New York: Rosetta Books p. 119-141.

FILM: BBC *The genius of Photography 1*

4. War photography

The war photography as a separate section in visual studies.

LITERATURE: Kari Andén-Papadopoulos (2008) The Abu Ghraib torture photographs: News frames, visual culture, and the power of images. *Journalism* 2008; Vol. 9 (1): 5–30.

STUDENTS' PRESENTATION: Judith Butler (2009) Torture and the Ethics of Photography: Thinking with Sontag, in: 'Frames of War'. New York: Verso, p. 63-101.

FILM: *War Photographer*

5. Contemporary visual culture

Changes and transformations of contemporary visual culture on the example of advertising.

LITERATURE: Erving Goffman (1986) Gender commercials, in: 'Gender Advertisement'. New York: Harper Torchbooks, p. 24-27.

STUDENTS' PRESENTATION: Oliviero Toscani and his ad campaigns for Benetton – presentation based on students' own research

FILM: *Blow-up* (fragments)

6. Photography and its cognitive functions

Photography as a medium for social cognition and observation.

LITERATURE: Paul Frosh (2001) The Public Eye and the Citizen-Voyeur: Photography as Performance of Power, *Social Semiotics*, Vol. 11, No. 1, pp. 43-59.

STUDENTS' PRESENTATION: Steven J. Gold (2004) Using Photography in Studies of Immigrant Communities, *American Behavioral Scientist*, Vol. 47, No. 12, pp. 1551-1572.

7. Photography and its social functions

Discussing the main social functions of photography

LITERATURE: Pierre Bourdieu (1990) *Photography. A Middle-brow Art*. Cambridge: Polity Press, p. 13-46.

STUDENTS' PRESENTATION: Thereza M. Senft and Nancy K. Baym (2015) What does the selfie say? Investigating the global phenomenon, 'International Journal of Communication', 9(2015), Feature 1588–1606.

FILM: *BBC: The Genius of Photography 2*

8. Method and approaches I: photo-documentation

Methodological aspects of visual sociology – part 1.

LITERATURE: Marcus Banks (2001) "Making images", in: "Visual methods in social research", SAGE publications, p. 111-132.

STUDENTS' PRESENTATION: Douglas Harper (2012) The visual sociology of space from above, inside and around, in 'Visual Sociology', London and New York: Routledge, p. 56-88.

9. Methods and approaches II: photo-elicitation

Methodological aspects of visual sociology – part 2.

LITERATURE: Douglas Harper (2012) Photo elicitation, in 'Visual Sociology', London and New York: Routledge, p. 155-188.

STUDENTS' PRESENTATION: Clark-Ibáñez, Marisol (2004) Framing the Social World With Photo-Elicitation Interviews. American Behavioral Scientist, Vol. 47, No. 12, pp. 1507-1527.

10 Methods and approaches III: analysis of visual material – in-class workshop in groups (obligatory attendance)

Methodological aspects of visual sociology – part 1. In-class workshop aimed at showing students how to work with the visual material.

LITERATURE: Douglas Harper (2012) Ethnomethodology, semiotics and the subjective, in 'Visual Sociology', London and New York: Routledge, p. 111-141.

11 Meeting the guest

Students meet the researcher who presents his/ her own research in the field of visual sociology/ visual studies.

OPTIONALLY: *Students and the teacher attend a photo exhibition in Prague.*

12 Presentation of students' projects

Public presentation of the students' projects.

Medical Anthropology: Illness, Medicine and the Body

Syllabus

Spring Semester 2017

Lecturer: Ema Hrešánová, Ph.D.

Contact details: ema.hresanova@fsv.cuni.cz

Time and place: Wednesday 13.00-14.00, room J1037.

Important details: *The whole course is taught in English.*

Course description

The course presents medical anthropology as part of anthropological inquiry into the diversity of human experience related to suffering and illness as well as to health and wellbeing. Adhering to the tradition of the European socio-cultural anthropology, this course especially focuses on social and cultural aspects of health and illness. It aims to inform students about the breadth of this anthropological subdiscipline, ranging from particular health and illness-related problems and their practical solutions (applied medical anthropology) to more theoretical insights based on ethnographic research in medical anthropology. Students get acquainted with key topics such as social and cultural constructions of health and illness in diverse cultural and historical contexts; cross-cultural studies of medicine; gender aspects of health and illness; the role and meanings of technology in relation to medical treatment and illness experience; power relations and inequalities and their impact on health.

Student requirements

Students are required to **read assigned literature** every week during the semester and **write an essay** on assigned topics. The whole course is taught in English, therefore students who register into this course must be able to speak and write in comprehensible English. However, students should be aware that their language capabilities are only a prerequisite for successful completion of the course and won't be a subject of evaluation. Students will be evaluated according to the quality of their work.

Credits: 7 (approx. 210 hours of work: 18 hours lectures; 40 hours home study + 50 hours work on a final essay)

Course organization

The course may include interactive exercises to allow students to master the required knowledge and related skills.

Course requirements

- 1) **Active participation in discussions about required readings. (20 %)**
- 2) **A group assignment (30 %)**
- 3) **A written assignment. (50 %)**

Students are required to write an essay, **approx. 5 pages long** (excluding references). The essay should respond to one of three questions that will be based on class discussions and required readings, plus 3 additional readings relevant to the argument they aim to make. The questions will be announced on **11th April** (see the schedule of activities and assignments below). The essay will be due on **9th May**; *print your paper out and give it to the lecturer during the class.*

Your written paper will be evaluated according to a consistency of arguments (if the overall argument is comprehensible minor lapses in language will not prevent a student from passing the exam).

Key literature:

Most of the required texts which we are going to read and discuss during our classes come from these two books:

- Lock, M., J. Farquahar (eds). 2007. *Beyond the body proper*. Durham, London: Duke University Press.
- Brown, P., R. Barrett. 2010. *Understanding and applying medical anthropology*. Boston: McGrawHill.

Key concepts can be found in this essential textbook:

- Helman, Cecil. 2001. *Culture, health and illness*. London: Arnold.

However, any other textbook related to medical anthropology which you find in university libraries will be useful to you. In particular, I recommend:

- Singer, M., P. Erickson. 2011. *A Companion to Medical Anthropology*. Wiley-Blackwell.
- Lock, M., V.K. Nguyen. 2010. *Anthropology of Biomedicine*. Wiley-Blackwell.
- Lupton, Deborah. 2012 (1994). *Medicine as culture*. Illness, disease and the body in western societies. London: Sage.

Schedule of Activities and Assignments

1. Introduction of the course. Introduction to medical anthropology and recent trends.

DATE: 21th February

Additional reading:

Hsu, E. 2012. Medical Anthropology in Europe – *quo vadis?* *Anthropology and medicine* 19(1): 51-61.

2. Ethnomedicine and healers

DATE: 28th February

Required reading:

Foster, G. 2010. "Disease etiologies in non/western medical systems." In: Brown, P., R. Barrett. *Understanding and applying medical anthropology*. Boston: McGrawHill. Pp. 103-110.

7th March: a class cancelled. A lecturer attends an international workshop.

3. Cultural constructions of biomedicine

DATE: 14th March

Required reading:

Kuriyama, S. 2007. Pulse diagnosis in the Greek and Chinese traditions. Pp. 595-607. In: Lock, M., J. Farquahar (eds). *Beyond the body proper*. Durham, London: Duke University Press.

A group assignment announced – due 11th April

4. Alternative and complementary medicine.

DATE: 21nd March

Required reading:

Cant, S. 2005. 'Understanding why people use complementary and alternative medicine.' (Chapter 7) In: Heller, T., G. Lee-Treweek, J. Katy, J. Stone and S. Spurr (eds.) *Perspectives on Complementary and alternative medicine*. London: Routledge. Pp. 173-204.

28th March: a documentary "Drug Trials - The Dark Side" and discussion

5. Cultural construction of the body and embodiment

DATE: 4th April

Required reading:

Mauss, Marcel. 2007. "Techniques of the body". In: Lock, M., J. Farquahar (eds). *Beyond the body proper*. Durham, London: Duke University Press. Pp. 50-68.

6. Cultural definitions of anatomy and physiology.

DATE: 11th April

Required reading:

Turner, T. 2007. 'The Social skin'. In: Lock, M., J. Farquahar (eds). *Beyond the body proper*. Durham, London: Duke University Press. Pp. 83-106.

A group assignment deadline.

Questions for the final essay announced.

7. Gender aspects of health and illness.

DATE: 18th April

Required reading:

West, C. 2010. 'Turn-taking in doctor-patient dialogues.' In: Brown, P., R. Barrett. *Understanding and applying medical anthropology*. Boston: McGrawHill. Pp. 375-384.

8. Anthropology of reproduction and childbirth

DATE: 25th April

Required reading:

Kaufert Lezland, P., J. O'Neil. 2007. 'Cooptation and control: the reconstruction of Inuit birth.' Lock, M., J. Farquahar (eds). *Beyond the body proper*. Durham, London: Duke University Press. Pp. 359-376.

9. Death and dying

DATE: 2nd May

Required reading:

Lock, M. 2010. 'Inventing a new death and making it believable.' In: Brown, P., R. Barrett.. *Understanding and applying medical anthropology*. Boston: McGrawHill. Pp. 209-220.

10. Anthropology of Pharmaceuticals

DATE: 9th May

Required reading:

Lovell, A. 2007. 'Addiction Markets: the case of high-dose buprenorphine in France.' In: Petryna, A., A. Lakoff, A. Kleinman (eds). *Global Pharmaceuticals. Ethics, markets, practices*. Durham: Duke University Press. Pp. 136-170.

11. Guest Lecture by Dr Ekaterina Borozdina: "All shades of 'natural': defining natural childbirth and midwifery profession in Russia"

DATE: 16th May

Final essays deadline.

Course Name: Cultural Memory and Identity in the Balkans

Lecturer: Maria Alina Asavei, Ph.D.

Actual: from 2015

Semester: Winter

Course Description

This course has a thematic focus and aims to disentangle the question of what happens to historical/cultural memory and cultural identity when national states from the Balkan region undergo transformations, transitions, displacements and fragmentations. It focuses on various case studies of collective and individual memory as a way to express, display and articulate individual and collective identities in the region, from old testimonies and oral history to world literature, film, theater (and other materializations of cultural memory that are not reduced only to "official narratives"). The purpose of this multidisciplinary endeavor is to lay the ground for a theoretical analysis of the relationship between memory and identity. During the course, the main theoretical arguments on cultural identity will be discussed and evaluated (e.g. essentialist theories of cultural identity versus constructivist approaches). We will examine the Balkans, as cultural entity and the territory where new states were created and "both majority and minority ethnic groups are mobilized in search of identity" (Appadurai, 2006). This course aims to stimulate critical thinking and to broaden student's perspective in understanding the historical and political processes taking place in the region and how these processes are remembered and interpreted and to what ends.

Main Course Requirements

Attendance and active class participation are required. Reading of all assigned texts is required. For each text, a presenter will be selected in advance. Presentation and critical discussion of the assigned text should normally last for 20 minutes. The presenter should summarize the text's main argument and the key concepts, identify what is unclear and what should be further investigated and list questions for following discussion. For those who don't feel comfortable to present in class (although this is highly recommended) there is the option of a written short paper (1500 words) in which you are expected to explore one of the assigned readings. A final paper (3000 words) closely linked to the issues discussed in class is required. Your grade distribution for assignments is as follows:

presentation -20%

class participation -20%

final paper- 50%

other in -class assignments- 10%

Class Schedule

1. Introductory Lecture: general presentation of the course's structure, questions, discussion of the assignments.

Required Reading: none

2. Memory/Identity Bond. Memory/identity theoretical debates.

Both memory and identity are constructed on many levels (individual, societies, regions, nations and so on). This course aims to conceptually frame the link between memory and identity focusing on the politics of regional identity discourses.

Mandatory Readings:

-Jan Assmann, "Collective Memory and Cultural Identity", pp.125-133, available at: <http://www.history.ucsb.edu/faculty/marcuse/classes/201/articles/95AssmannCollMemNGC.pdf>.

-Dimitar Bechev, Constructing South-East Europe: the Politics of Regional Identity, RAMSES working paper 1/06, European Studies Center, University of Oxford, 2006, pp.3-23, available at: <http://www.sant.ox.ac.uk/esc/ramses/bechev.pdf>

Recommended Readings:

-Rogers Brubaker and Frederick Cooper, "Beyond 'Identity'", *Theory and Society*, 29:1-47, 2000.

-Nadia Kaneva, "Memories of Everyday Life in Communist Bulgaria: Negotiating Identity in Immigrant Narratives", *Colorado Research in Linguistics*, Vol.19, 2006, available online at:

http://www.colorado.edu/ling/CRIL/Volume19_Issue1/paper_KANEVA.pdf

3. History/Culture/Memory Interplay

History and Memory influence and shape one another. In this course we will discuss the distinction between social (common), political and historical memory and about the role of culture for identity building.

Mandatory Readings:

-Aleida Assmann, "Transformations between History and Memory", *Social Research*, Vol.75, No.1, Collective Memory and Collective Identity, (Spring 2008), pp. 49-72. Stable URL:<http://www.jstor.org/stable/40972052>

-Dina Iordanova, "Whose is this memory?: Hushed narratives and discerning remembrance in Balkan Cinema", 2007, *Cineaste* 32: 22-27.

URL:<http://www.jstor.org/stable/41690504>

4. Whose is this Song?

Nationalism, Memory and Identity through the Lens of Documentary Film

Screening: fragments from Adela Peeva's documentary "Whose is this Memory"

Mandatory Reading:

Eleni Eleftherias-Kostakidis, "The Film Whose is this Song? Nationalism and Identity through the Lens of Adela Peeva", *Modern Greek Journal* (Part A), 2014: https://www.academia.edu/9564507/The_Film_WHOSE_IS_THIS_SONG_Nationalism_and_Identity_through_the_lens_of_Adela_Peeva.

5. Individual Remembering and "Collective Memory"

Mandatory Readings:

-Anna Green, "Individual Remembering and "Collective Memory": theoretical Presuppositions and Contemporary Debates", in *Oral History*, Vol.32, No.2, Memory and Society, (Autumn, 2004), pp.35-44. Stable URL: <http://www.jstor.org/stable/40179797>

-Susan A. Crane, "Writing the Individual Back into Collective Memory", *The American Historical Review*, Vol.102, No.5, Stable URL: <http://www.jstor.org/stable/2171068>

6. Conflict and Cultural Memory: A Case Study from Former Yugoslavia

What is the role of memory in conflict situations? Remembering a traumatic event can be a tool for social justice but also a means to perpetuating violence and injustice. How can memory be employed in divisive ways?

Mandatory Readings:

- Lynda E. Boose, "Crossing the River Drina: Bosnian Rape Camps, Turkish Impalement and Serb Cultural Memory", *Sign: Journal of Women in Culture and Society*, Vol.21, No.1, Gender and Cultural Memory, 2002, pp. 71-96.

- Ilana R. Bet-El, "Unimagined Communities: The Power of Memory and the Conflict in the Former Yugoslavia" in J.W. Müller (ed.) *Memory & Power in Post-War*

Europe: Studies in the Presence of the Past, Cambridge University Press, 2002, pp. 206- 222.

7. The Memory of Communism: Conflicts, Institutions, Actors

After twenty years, the contested memories of communism are being persistently reactivated by social and political actors. In this class we will examine by the means of the concrete case studies how the heritage of the communist past is 're-contextualized' and to what ends. We will also examine the opposition between memory and forgetting by bringing into focus a third category-"the unmemorable"

Screening: Video- Memory of my Youth in Communist Romania

Mandatory Readings:

-Nikolai Vukov, "The "Unmemorable" and the "Unforgettable": "Museumizing" the Socialist Past in Post-1989 Bulgaria", in Oksana Sarkisova and Peter Apor (eds.), *Visions after the Fall: Museums and Cinema in the Reshaping of Popular Perceptions of the Socialist Past*. Budapest: CEU Press

available online at: <http://books.openedition.org/ceup/686?lang=en>

-Gabriela Cristea and Simina Radu-Bucurenci, "Raising the Cross: Exorcising Romania's Communist Past in Museums, Memorials and Monuments", in Oksana Sarkisova and Péter Apor (eds.), *Past for the Eyes: Cinema and Museums in Representing Communism in Eastern Europe after 1989*, Budapest: CEU Press

available online at: <http://books.openedition.org/ceup/683?lang=it>

Recommended Reading:

-Nikolai Vukov, "Cities, Memorial Sites, Memory: the Case of Plovdiv" in *Our Europe. Ethnography-Ethnology-Anthropology of Culture*, Vol. 2, 2013, pp.129-144

available online at: <http://www.ptpn.poznan.pl/Wydawnictwo/czasopisma/our/OE-2013-129-144-Vukov.pdf>

-Daniela Koleva, "Memories of the War and the War of Memories in Post-Communist Bulgaria", *Oral History*, Vol.34, No.2, War Memory (Autumn, 2006), pp.44-55.

URL: <http://www.jstor.org/stable/40179896>

8. New "sites of memory": Digital and networked memory of dictatorship in post-socialist Romania

Online and new media are emerging as new sites for the practices of memorialization. Are there any differences between online and offline memorializations of an event or person? To what extent online media creates more space for competing discourses and alternative memories?

Screening: Ion Grigorescu's *Dialogue with Comrade Ceausescu* 1978, (home movie, 8mm)

Mandatory Readings:

Caterina Preda, "The digital (artistic) Memory of Nicolae Ceausescu", Ellen Rutten, Julie Fedor and Vera Zvereva (eds), in *Memory, Conflict and New Media*, Routledge, 2013, pp. 197-215.

Anna Reading, "Memobilia: The Mobile Phone and the Emergence of Wearable Memories", in Joanne Garde-Hansen, Andrew Hoskins, Anna Reading (ed.) *Save As... Digital Memories*, London: Palgrave McMillan, 2009, pp. 81-95.

9. Remembering the Romani Holocaust

How is the past remembered among Romany populations? How are these remembrances materialized (if they are)?

Mandatory Readings:

-Michael Stewart, "Remembering without commemoration: the Mnemonics and Politics of Holocaust. Memories among European Roma", *The Journal of the Royal Anthropological Institute*, Vol.10, No.3, (Sept., 2004), pp. 561-582. Stable URL: <http://www.jstor.org/stable/3803795>

Recommended Reading:

- Eve Rosenhaft, "A Photographer and His "Victims" 1934-1964: Reconstructing a Shared Experience of the Romani Holocaust", Nicholas Saul and Susan Tebbutt (eds.), *Roles of the Romanies: Images and Counter-Images of 'Gypsies'/Romanies in European Culture*, Liverpool University Press, 2004, 178-207.

Recommended Reading:

-Ian Hancock, On the Interpretation of a Word: Porrajmos as Holocaust, RADOc: http://www.radoc.net/radoc.php?doc=art_e_holocaust_interpretation&lang=en&articles=true

10. Politics of Memory: A Case Study from Bulgaria

What are the links between memory, justice and law?

Required Readings:

-Ana Luleva, "Collective Memory and Justice Policy: Post-Socialist Discourses on Memory Politics and Memory Culture in Bulgaria", *Ethnologia Balkanica*, Issue 15, 2011, pp.125-142 (CEEOL)

Recommended Reading:

-Andreas Huyssen, "International Human Rights and the Politics of Memory: Limits and Challenges", *Transcultural Negotiations on Holocaust Memory*, Vol.53, No.4, (Fall 2011), pp.607-624, Stable URL:<http://www.jstor.org/stable/23133899>

11. Culture of Memory in the Balkans: Between Regional/National Identity and New Europe

The culture of memory in the Balkans is entrenched in identity reconstruction, cultural conflicts and resistance to "official" narratives. In this course we aim to disentangle the construction and re-construction of cultural identity and its link to memory policies.

Mandatory Reading:

-Milena Dragičević Šešić, "Cultural policies, cultural identities and monument building - new memory policies of Balkan countries" in *Cultural Transition in Southeastern Europe: Cultural Identity Politics in (Post) Transitional Societies*, Aldo Milohnić and Nada Švob-Đokić (eds.), Zagreb: Culturelink, 2011, pp.31-45.

Recommended Reading:

- Maria Mälksoo, 'The Memory Politics of Becoming European: The East European Subalterns and the Collective Memory of Europe', *European Journal of International Relations*, 15, No. 4, 2009, pp. 653-680

available online at: http://www.memoryatwar.org/pdf/malksoo_ejir_dec_2009-1.pdf

12. Concluding Remarks and Discussion on Final Papers

MM202 Multiculturalism in W. Europe and N. America

<i>Guarantor</i>	Antonín Mikeš
<i>Lecturer:</i>	Antonín Mikeš (abtmikes(at)gmail.com)
<i>Semester:</i>	Spring / Summer
<i>Duration:</i>	1/1 lecture/seminar hours per week
<i>ECTS Credits:</i>	6
<i>Time & place:</i>	Mondays 17:00 – 18:20, J1017
<i>Office hours:</i>	Mondays 16:00-17:00 Jinonice J3101

COURSE TIMETABLE

I. Theoretical Framework	Topic
Week 1	Introduction to the course and terminology (Ethnicity, Race, Culture, Identity)
Week 2	Introduction - Concept of Multiculturalism <i>Racisms & Discrimination</i>
Week 3	Definitions and forms of discrimination / racism
Week 4	Activity AQCI 1 Due Readings – direct/indirect/institutional
II. Policy Implications	
Week 5	Policy Options. (Canada, UK, Netherlands, etc) Case examples.
Week 6	(video/discussion) AQCI 2 Due Student submitted readings due
Week 7	Legislative framework: International Instruments (EU, UN) Examples - Policy choices available.
Week 8	The Roma (video / discussion)
III. Minority Case Study	
Week 9	Case Study: The Roma/ 'Gypsies'/ Travellers Essays Due
Week 10	UK, Czech Republic. <i>Presentations - policy presentations</i>
IV. Country Case Studies	
Week 11	<i>Policy presentations</i>
Week 12	<i>Policy presentations</i>
Week 13	<i>Last class- Conclusion - Final debate and grades</i>

Guest Lecture's may occur during any given class.- One class in March may be rescheduled***

Aims of the Course and Teaching Objectives

The aim of the course is to present a theoretical and practical framework of multiculturalism in Europe while using comparative studies covering other parts of the world, mainly Canada and USA. The course will also analyze major political and legal instruments for the protection of minorities and for the elimination of racism.

The objective is to enable participants to understand issues of inequality, race, and gender and their impact on policy making and policy implementation. Through learning about “the Other” participants will also have the opportunity to learn about issues concerning their own cultures and societies.

Through active participation and the formulation of policy suggestions (or analysis) students will gain greater understanding of the complexities surrounding the issue of minority rights and policies specific to inequality, race and gender.

Course Outline and Reading Guide

The reader contains all required readings listed below and can be found on the course website. A copy of the reader will be placed in the University Library upon request. Additional materials may be obtained from the lecturer or are to be found in the library or from online searches. Students are expected to read the materials for the week ahead of class.

I. General background

Week 1 No required readings

Week 2

Readings: Ethnicity, race, culture, identity, racism

- ~ Eriksen, T. H.: "Ethnicity, Race, Class and Nation", text 4, in Hutchinson, John, Smith Anthony, eds. (1996) *Ethnicity*, Oxford- New York: Oxford University Press, pp. 28-31
- ~ Van den Berghe, Pierre: "Does race matter?", text 9, in Hutchinson (above), pp. 57-63
- ~ Cornell, Stephen, Hartmann, Douglas (1998) *Ethnicity and Race. Making Identities in a Changing World*, Pine Forge Press/A Sage Publication Company, text on *The definition of race*, pp 21- 43, 68-69
- ~ Kovats, Martin (2001) "The Emergence of European Roma Policy." In Guy., ed/ *Between Past and Future: the Roma of Central and Eastern Europe*. Hartfield; Uni of Hertfordshire Press. 93-116.

Optional:

- ~ Richmond, Anthony (1994) *Global Apartheid*, Toronto: Oxford University Press (pp.1-45) on power, conflict, identity (good description of race and ethnicity)

Week 3

Readings: Integration, multiculturalism, nationalism

- ~ Birch, Anthony (1989) *Nationalism and National Integration*, London: Unwin Hyman Ltd, chapter 4: National integration, pp. 36-51 – *classical text on integration!*
- ~ Brubaker, Rogers, "Civic and ethnic nations in France and Germany", text 28. in Hutchinson, John, Smith Anthony, ed. (1996) *Ethnicity*, Oxford - New York: Oxford University Press, pp. 168-173
- ~ Kymlicka, Will (2001) "Western Political Theory and Ethnic Relations in Eastern Europe", in Kymlicka, Will, Opalski, Magda (eds.) *Can Liberal Pluralism be Exported?*, Oxford: Oxford University Press, pp.13 – 103

Optional:

- ~ Hancock, Ian (2000) "The Consequences of Anti-Gypsy Racism in Europe" in *Other Voices. The (e)Journal of Cultural Criticism*, v. 2, n.1 (February 2000), <http://www.othervoices.org/2.1/hancock/roma.html>
- ~ UNDP (2003) *The Roma in Central and Eastern Europe*, UNDP. <http://roma.undp.sk>*

II. Policy implications

Week 4

Readings: Definitions and forms of discrimination

- ~ Rex, John (2001) "The concept of a multicultural society" in Guibernau, Montserrat and Rex, John (eds): *The Ethnicity reader, Nationalism, Multiculturalism and Migration*, Cambridge, UK: Polity Press, pp. 205-220
- ~ Kuper, Leo (2001) "Plural Societies" in Guibernau (above)
- ~ Thornberry, Patrick (2001) "An Unfinished Story of Minority Rights" in Bíró, A.M. and Kovács, P (eds) *Diversity in Action*, Budapest. LGI/OSI, pp.47-73

Week 5

Readings: Policy options

- ~ EU race equality directive "Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin" Directive 2000/43/EC (adopted on 29 June 2000)*
- ~ Parekh, Bhikhu (2000) *Rethinking Multiculturalism: Chapter 7: The Political Structure of Multicultural Society* Equal opportunity policy and positive action

Week 6

Readings: Multiculturalism, identity and politics- cont.

- ~ Benhabib, Seyla (2002) *The Claims of Culture. Equality and Diversity in the Global Era*. Princeton, USA - Woodstock, UK: Princeton University Press, preface plus pp. 1-48

Optional:

- ~ Kymlicka, Will, "Multiculturalism and Minority Rights: West and East" *Journal Of Ethnopolitical and Minority Issues in Europe*. Issue 4/2002

Week 7

Readings: Legislative framework: international instruments

- ~ Framework convention for the protection of national minorities in Bíró, A.M. and Kovács, P (eds) *Diversity in Action*, Budapest. LGI/OSI, pp.75-81
- ~ The ERRC letter to Dr. Petra Buzková of 26 March 2003

III. Minority Case study

Week 8

Student submitted readings,

Readings: Case Study: The Roma/ Gypsies/ Travellers

Optional-

- ~ Okely, Judith (1997) "Some political consequences of theories of Gypsy ethnicity. The place of the intellectual" in James, Alison et al. (eds) *After Writing Culture. Epistemology and Praxis in Contemporary Anthropology*, London: Routledge
- ~ Bosswick, Wolfgang. "Minorities, policies and strategies in Europe: Germany" in "Cultural Identities and Ethnic Minorities in Europe. David Turton and Julia Ferreras ed. Universidad de Deusto. Bilbao. 1999 pg 51-56
- ~ Liegeois, Jean-Pierre. "Roma, Gypsies, Travellers." Strasbourg: Council of Europe, pp 29-42 (Ch. 2: *Populations*); (1994) pg 29-42

Week 9

Student submitted readings,

Readings: Case Study: The Roma/ Gypsies/ Travellers Cont.

- ~ World Bank (2003) The Roma Page, www.worldbank.org/eca/roma Decade of Roma Inclusion www.romadecade.org

Lee, Ronald "Post-Communism Romani migration to Canada." *Cambridge Review of International Affairs*. Vol XIII No. 2 pg 51-69 (Year?)

IV. Country Case Study

Week 10 -12

Student submitted readings,

Readings:

- ~ see Moodle.

Students Assignments and Exam Requirements

Students will be expected to write a total of two (2) AQCI's, one based on the reading package and one on a reading chosen by the student (must be approved through Moodle and posted for others to read). Additionally, students are required to deliver one essay (or case study) up to **three thousand** words in length. This essay (or case study) should be an analysis or discussion related to a **policy** that has been applied in one country and that you think should or could be applied in other countries. Additionally, students will make one oral presentation on a selected topic related to the course content and recommended reading (ie. A policy suggestion that they have developed or would like to see applied).

Active participation and minimum of seventy percent attendance is required. The final grade will be based on the following criteria:

Assessment:

30% -	2 AQCI's (1 from reader 1 student submitted reading)	Due week 4,6
40% -	Policy paper- based on a topic of choice agreed upon by instructor-	Due week 9
20% -	Student presentation and <i>policy suggestion</i> (10-15 min)	Due week 10
10% -	Final policy presentation: Defended(oral exam) (grade based on students ability to convey why their policy suggestion is adequate)	Due week 10-12

Course Website

- ~ All relevant course materials, including this syllabus, can be found on the course website: dl.cuni.cz (moodle platform) which will be updated weekly. (To access the materials go to dl.cuni.cz, search for MM202, add yourself as a student, you may need the password provided during class)
- ~ All submissions will be electronic via Moodle, instructions can be found of the Moodle web platform. The password will be provided during class with a more detailed explanation of the Moodle system.
- ~ The majority of lectures will be delivered in the form of PowerPoint slide presentations which will also be placed on the website for your convenience.
- ~ The reader is available online with the rest of the course materials.

AQCI: Argument, Question, Connections, and Implications

Students will be required to prepare a single sheet of A4 relating to ONE article from the reading list in the format of AQCI (which compares two articles) and ONE *additional* reading of your choice (which compares two articles). Students must submit their chosen article for confirmation (before writing their AQCI) on the Moodle platform. Although only two AQCI's per person will be marked, students may wish to prepare one AQCI every week in order to structure their thinking about the topic.

The structure of a written AQCI should be as follows (i.e. you should keep the numbered paragraph structure):

1. **CENTRAL QUOTATION.** Quote a sentence (or excerpts from linked sentences) from the text that you think is central to the author's (or authors') implicit or explicit argument(s). Always cite the page.

2. **ARGUMENT.** In a few sentences, state the author's explicit or implicit argument. Be sure to include both: what the author is arguing for, and what s/he is arguing against (if applicable).

3. **QUESTION.** Raise a question which you think is not fully, or satisfactorily, answered by the text. The question should be a question of interpretation or of inquiry, not simply a question of fact.

4. **EXPERIENTIAL CONNECTION.** Say, in a few lines only, how the argument confirms or contradicts your own experience or common sense.

5. **TEXTUAL CONNECTION.** Connect the argument of this text to an argument or point you find in another reading assignment covered in this course or one you have picked up from earlier study at the university or elsewhere. Present a quote from the other text (citing it properly), and explain how the present text's argument contrasts with, contradicts, confirms, clarifies, or elaborates the other text's argument or point.

6. **IMPLICATIONS.** Lay out what this argument (#2 above) implies for understanding or improving society, relations between individuals, or groups (e.g. ethnic, national, etc.) or any facet of social or cultural reality and relate this to practical policy-making (a few sentences only)

AQCI's should *not exceed one typed page*. They should be word-processed and *proofread* with the same degree of care as essays. Work that is substandard will not be acceptable.

Written Report

Students are expected to deliver an essay of up to 3,000 words on an agreed topic. The purpose of the essay is to enhance students knowledge of a particular area related to minorities: this may be a governmental policy, NGO action, chronic issue, or may be a more general topic students are interested in, all topics must be approved by the course leader via Moodle (for details please see the Moodle Platform).

Reports or essays should be uploaded onto the Moodle platform on or before the deadline

Standardized Marking Procedure

All written work will be graded using standard marking sheets to ensure consistency and fairness. The sample sheets can be found on the Moodle platform. All assignments must be submitted with an attached self-evaluation form using the provided format- copy and paste this at the end of all assignments.

No self evaluation = no grade.

Rewrites policy: As a part of our aim is to help students develop critical thinking and written communication skills, students will have the opportunity to rewrite their AQCI's and essays if they are not happy with their grade but only if they submit them at the latest one week in advance of the official deadline.

Attendance and seminar participation

All students are expected to be fully familiar with every week's required readings and bring to class their own considered questions and reactions to the material. The seminar discussion is intended to enable you to develop your understanding of the readings and to exchange ideas with others and your attendance and participation in the seminar will be reflected in your grade.

Other optional literature and documents

Not all of these are available- some will be on the Moodle platform, others can be found in the Libraries or through online searches.

Suggested reading.

- About the Canadian Multiculturalism Act (2 pages)
- Alibhai-Brown, Yasmin (1999) *True Colours – Public Attitudes to Multiculturalism and the Role of Government*, London: Institute for Public Policy Research
- Bauböck, Rainer, Rundell, John (Eds.) (1998) *Blurred Boundaries: Migration, Ethnicity, Citizenship*, European Center Vienna and Ashgate, Ashgate
- Breton, Raymond: From “Ethnic to Civic Nationalism – Canada”, text 58, in Hutchinson, John, Smith Anthony, eds. (1996) *Ethnicity*, Oxford- New York: Oxford University Press, pp. 348-358
- CoE Framework Convention on protection of national minorities
- Commission for Racial Equality, UK: Article 13. Proposal from the EC for Combating Discrimination. May 2000
- EU race equality directive "Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin" Directive 2000/43/EC (adopted on 29 June 2000).
- Joppke, Christian (1995) *Multiculturalism and Immigration: A comparison of the United States, Germany, and Britain*, EUI Working Paper SPS No. 95/1
- Open Society Institute (November 2000), *Racism in Central and Eastern Europe and Beyond: Origins, responses, Strategies*, Report, Budapest, 19 July 2000
- Thompson, Neil (1993) *Anti-discrimination Practice*, MacMillan, Chapter 1: The Theory Base, pp. 17-39
- UN Factsheet No 18 on national minorities; UN Factsheet No 12 on CERD (Committee on elimination of racial discrimination)
- UN ICERD (Intl convention on elimination of racial discrimination);

Other Readings of Interest.

- CERD General Recommendations on Roma (full text) <http://www.egroups.com/group/balkanhr/972.html>
- European Commission against racism and intolerance (ECRI): Country by country Approach, Report on the Czech Republic, CRI (97) 50, 1997, <http://www.ecri.coe.int/en/sommaire.htm>
- Barany, Zoltan (2002) *The East European Gypsies. Regime Change, Marginality, and Ethnopolitics*.
- Baumgartl, Bernd and Favell, Adrian, eds. (1995) *New Xenophobia in Europe. Comparative study of 27 countries, with an introduction by Ernest Gellner*. Kluwer Academic Publishers, Dordrecht/London/Boston..
- European Commission against racism and intolerance (ECRI): Second report on the Czech
- Glavanis, Pandeli (1999) “Race’, racism and the politics of identity” in Beynon, Huw and Glavanis, Pandeli (eds) *Patterns of Social Inequality*, London and New York: Longman pp. 55-73
- Guibernau, Montserrat, ed. (2001) *Governing European diversity*, London : Sage Publications, Chapter 1, pp.1-34
- Guy, Will (1998) *Ways of looking at Roma: The Case of Czechoslovakia (1975)* in Tong, Diane, ed. *Gypsies: An Interdisciplinary Reader*, New-York and London: Garland Publishing, Inc.
- Migration Watch UK: Migration; its present and future scale, Bulletin No 7, at http://www.migrationwatchuk.org/pdfs/Bulletin_no7.pdf - read with a critical mind please!
- Modood, T., Werbner, P. (1989) *The Politics of Multiculturalism in the New Europe*
- MRG Reports: Roma/Gypsies, Refugees in Europe, Educational Rights, Protection of minorities, etc
- Parekh, Bhikhu (2000) *Rethinking Multiculturalism. Cultural Diversity and Political Theory*, London: Macmillan Press
- Ringold, Dena et al. (2003) *Roma in an Expanding Europe. Breaking the poverty cycle. , Executive Summary. A World Bank Study*, June 2003, 24 p., www.worldbank.org/eca/roma
- Taylor, Charles (1994) *The Politics of recognition*, in Gutmann, Amy (ed.) *Multiculturalism. Examining the politics of Recognition*, Princeton, New Jersey: Princeton University Press, pp. 25-73 (a key text on political philosophy of multiculturalism!)
- Thompson, N: (2000) *Promoting Equality*, London: Palgrave

Marking Guidelines

Our course uses the following grading scale:

A+ 100-90% -1

Work of exceptional quality showing evidence of independent judgment and the ability to think critically about the issues under discussion. Work in this category will be based on wide reading, and will present a critical evaluation of the sources used. It will contain a clear and penetrating analysis and interpretation of the concepts and arguments found in the literature including a reasoned rejection of some of these arguments. Work in this category will be well structured and well written. It will display a degree of flair and originality.

A, A- 80-89% -2

Work of excellent quality showing the ability to engage with the key concepts and arguments in the relevant literature. It will demonstrate evidence of wide reading, and a clear grasp of the subject matter and main issues under discussion. The arguments will be clearly developed and evidence will be shown of a reasoned rejection of some of the arguments in the literature. The work will be suitably referenced. The work will be well written with limited grammatical errors.

B 70-79% -3

Work of good quality showing evidence of a reasonable grasp of the key issues and concepts. The analysis will raise the main points but the argument is likely to lack a tight framework. The work will show awareness of disagreement among various sources. Most often work in this category will be more descriptive than analytical. There is likely to be some errors in grammar and spelling and in the use of sources.

C 60-69% -4

Work of satisfactory quality showing an attempt to engage with the main issues but often lacking in breadth and depth. Work in this category will display a limited understanding of the key debates and will most often simply reproduce the arguments from a limited range of sources. The reference technique is likely to be poor with a failure to substantiate key points. The writing will be marked by poor grammar, spelling and syntax.

FAIL <60%

Work which shows a failure to understand the main issues. This will be work which has limited relevance to the topic under discussion, and contains many errors of fact and interpretation. Often work of this quality will also fail to meet the word norm. It will also be characterized by poor grammar syntax and spelling.

Sample Self-assessment form

Department of Western European Studies, Faculty of Social Sciences, Charles University

AQCI ASSESSMENT FORM- condensed

Article title:						
	Excel lent	Good	Average	Poor	Not acceptable	Comments
3a) Is the question raised important/relevant/interesting?						
5a) Is the textual connection relevant/interesting?						
5b) Has it been cited properly?						
7) Expression/Presentation						
a) Are the style, grammar and general use of English adequate?						
b) Is the AQCI professionally presented?						

Essay grade:

Further comments:

ANTHROPOLOGY OF FOOD AND EATING

Course Code: JSM563

Term: Winter term 2016

Place & Time: Room J2019, Thursday 15.30 – 16.50

Tutor: Lucia Trlicová, **Email:** trlicoval@gmail.com

Introduction to the course

Food after air and water is the most basic essential for human's survival. Food is not only nutrition but is also associated with pleasure, passion, and even luxury and on the other hand disgust, taboo or prohibition. Who eats with whom and where shapes identity or identities of individuals and groups. Food is therefore fundamental aspect of our cultural and social being.

The aim of this course is to introduce students to Food and Eating as an Anthropological object of study, focusing on history of food system, production, preparation and consumption of food. We will discuss whose appetite is denied and whose is satisfied, the power relations between the role of governments, corporations and policy makers and its effects on food industry, food suppliers and consumers. Students will examine how they themselves relate to food and eating and what does it mean to consume particular foods and to avoid others. This course's main goal is to study how social identities, relationships and hierarchies ranging from local to global economy and politics, have been and still are produced through the medium of FOOD.

Course structure

The course will be structured as a reading and discussion seminar. Readings for each seminar will be two to four texts, students will be expected to have read these texts prior to seminar each week. All readings will be made available in an electronic form at the beginning of the course.

Marking of course

Participation

Participation will be 10% of your final grade, based on your attendance and class discussion.

Reading Questions

For at least ten different classes in ten different weeks, students should e-mail me at least 3 interesting observations, questions, or ideas for discussion on the class reading by the night before that class meets. Submissions should demonstrate that you have closely read and understood the reading. Students who consistently send in useful questions and discussion ideas will receive high mark for this assignment which will make **20% of your final grade**.

Tests

There will be two brief in class tests with short-answer questions testing factual material counting for **20% of your final grade**. At each test you may bring in up to two single sided A4 pages of notes. Everything in this outline must be entirely of your own creation. Any reproductions from any

handouts, web sites, books, or classmates will be a violation of the honor code. The outline may be hand---written or typed (minimum 10---pt font).

Remember writing an outline is one of the best ways of reviewing material, however it is probably not in your best interest to try to fit as much as possible onto the pages because you will not have the time to find it all during the test.

Essay

You will have one essay assignments of 3000 words (~10 pages) worth **50% of your final grade**. You will choose from a list of topics which will include themes from all lectures. Due date of essay will be confirmed later on during the course.

Please note the minimum pass for this course is 60% combined from the above contributions.

Food, Body, Identity and Society

WEEK 1: Introduction to Anthropology of Food and Eating

Why study Food? In this first seminar I will introduce myself and discuss the structure, marking and syllabus for the course.

Due to time constrain we will start straight away with familiarising ourselves with Anthropology of Food and Eating and the ideas and approaches we will be exploring during the course.

Essential Readings:

1. Caplan, Pat (1997) "Approaches to the study of food, health and identity," in *Food, Health and Identity*. London Routledge
2. Mintz, Sidney & Du Bois, Christine (2002) "The Anthropology of Food and Eating", Annual Review of Anthropology 14.
3. Barthes, Roland (2008[1997]) "Towards a Psychosociology of Contemporary Food Consumption," in C. Counihan and P. Van Esterik (eds) *Food and Culture: A Reader*. London Routledge. pp. 28-36.
4. Debevec, Liza and Tivadar, Blanka: "Making connections through foodways: contemporary issues in anthropological and sociological studies of food". *Anthropological Notebooks*, XII/1, 2006, 12 (1): 5-16.

WEEK 2: From Hunting and Gathering to Agriculture. The Industrialisation of Agriculture and Food

In this seminar we will look back at Hunters and Gatherers and their modes of production including hunting, gathering, fishing, horticulture and agriculture. We will also find out the origins and spread of agriculture and the socio-cultural dimensions of agricultural industrialization. The industrialisation of Agriculture has historical roots in the rationalisation of labour on slave plantations of the New World and by mid 20th century, advances in farm machinery made possible 'factory farming' on a whole new scale.

Essential Readings:

1. Diamond, Jared (2005) "The Rise and Spread of Food Production", "Lethal gift of livestock" in *"Guns, Germs and Steel: A short History of Everybody for the Last 13,000 Years"* (London: Vintage).
2. Mintz, Sidney (1985) *Sweetness & Power: The Place of Sugar in Modern History*, (Penguin), pp. 47-52.
3. Wood, Ellen Meiksins (1998) "The Agrarian Origins of Capitalism", *Monthly Review* 50(3): 18-32

WEEK 3: Food Safety & Regulation with focus on Prepared Food

In this unit we will examine the effects of industrial food production and mass consumption and the specific problems for the maintenance of a safe food supply. Increasing consumer anxieties over food safety and where responsibility lies for the safety of food in today's complex food chain. More and more people today eat their food prepared whether bought from the supermarket, or fast food outlet or restaurants. Why did this industry grew so rapidly and in such a large scale in so many places and what implications this development has on social relations, diet, health and the construction of national, local and ethnic identities.

Essential Readings:

Food Safety

1. Fox, Nichols (1998) *Spoiled: "The Dangerous Truth About a Food Chain Gone Haywire"* (BasicBooks) Chapter 11.
2. Nestle, Marion (2003) *Safe Food: Bacteria, Biotechnology and Bioterrorism* (University of Clifornia Press), Chapter 1.

Prepared Food

3. Ritzer, George (2004 [1993]) *An Introduction to McDonaldization* (Thousand Oaks, CA: Pine Forge Press), pp. 1-22.
4. Wilk, Richard (2006) *Home Cooking in the Global Village: Caribbean Food from Buccaneers to Ecotourists*. (Oxford: Berg), Chapter 1.

WEEK 4: Food avoidances and prohibition

Social significant of food is not just in relation to what we eat but also what we or they do not eat. What is 'edible' and what is 'not edible' is relative and varies from community to community. In this unit we will discuss food prohibition and food avoidance ranging from regular dislike through voluntary abstinence to deep-rooted food taboos. We will also briefly explore the idea of food being a medicine, used to prevent and/or cure diseases. What is the relationship between eating and health? How and why so many governmental as well as non-governmental agencies, private corporations and media promote particular dietary ideas.

Essential Readings:

1. Douglas, Mary (1991[1966]) *Purity and Danger* (London Routledge), Chapter 3.
2. Nestle, Marion (2003) *Food Politics: How the Food Industry influences Nutrition and Health* (Berkeley: University of California Press), Introduction, pp.1-30.
3. Clark, Dylan (2004) "The raw and the rotten: punk cuisine," *Ethnology* 43 (1): 19-31.

WEEK 5: Food and the construction of the Body

Individuals construct their bodies through the regulated consumption of food. We will examine and discuss dieting, obesity and eating disorders. How do ideals of body weight and size and practices of shaping these through the consumption and non-consumption of food varies between cultures. In what ways are these ideals and practices gendered, and how have they changed over time? What role does the state and market play in these changes?

Essential Readings:

1. Popenoe, Rebecca (2005) "Ideal" in *Fat: The anthropology of an Obsession*, eds. Don Kulick & Anne Meneley (New York: Tarcher/Penguin), pp. 9-28.
2. Julier, Alice (2008 [1997]) "The Political Economy of Obesity: The Fat Pay All" in C. Counihan and P. Van Esterik (eds) *Food and Culture: A Reader*. London Routledge. pp. 482-499.
3. Austin, Bryn (1999) "Commodity knowledge in consumer culture: the role of nutritional health promotion in the making of the diet industry," in *Weighty Issues: Fatness and Thinness as Social Problems*, eds. Jeffrey Sobal and Donna Maurer (New York: Aldine de Gruyter), pp.159-82.

WEEK 6: Food, Construction of Identity/Identities and Memory

➤ Eating together and in many cases producing and preparing food together, exchanging gifts of food and remembering shared meals, all profoundly contribute to the construction of social identities. At the same time social divisions are produced through the determination of who eats what, and who eats with whom. We will discuss social identities and boundaries in a variety of contexts. We will also look what role plays food memory in the construction and maintenance of various identities.

Essential Readings:

1. Wilk, Richard (2002) "Food and nationalism: the origins of "Belizean Food" in *Food Nations: Selling Taste in Consumer Societies*, eds. W. Belasco & P. Scranton (New York: Routledge), (pp.67-89).
2. Leitch, Alison (2003) "Slow Food and the Politics of Pork Fat: Italian Food and European Identity", *Ethnos*, Vol. 68:4, December 2003 (pp. 437 – 462).
3. Bourdieu, Pierre (1984) *Distinction: A Social Critique of the Judgement of Taste* (Cambridge, MA: Harvard University Press), pp.177-200

Food Politics and Global Economy of Food

WEEK 7: Food Consumption during Socialism and Post-Socialist Consumption.

The fall of Communism in 1989 in Eastern Europe along with, the collapse of the centrally planned economies of the Soviet bloc opened the door for Western Free Market alongside with the new era of consumption. Consumption was experienced as a problematic and very often creative and resourceful event that required skills, knowledge and alternative network of supplies. During post – socialism, consumption of eastern products and specifically food is a form of ritual of inauguration to be part of, and to belong to the Western world perceived as ‘normal’ and to be as far as possible from the Eastern world of ‘not-normal’. We will discuss all the issues related to what did it mean to consume food during Socialism and what does it mean to consume food after the collapse of Socialism.

Essential Readings:

1. Hervouet, Ronan (2003) “Dachas and Vegetable Gardens in Belarus: Economic and Subjective Stakes of an Ordinary Passion,” *Anthropology of East Europe Review*, Volume 21: 1.
2. Passmore, Ben (2003) “Taste and Transformation: Ethnographic Encounters with Food in the Czech Republic,” *Anthropology of East Europe Review*, Volume 21: 1.
3. Hall, Timothy, M. (2003) “Pivo and pohoda: The social conditions and symbolism of Czech Beer-drinking” *Anthropology of East Europe Review*, Volume 21, Number 1.

WEEK 8: Agriculture, Food and State Policy, International Trade Regimes

In this seminar we will look into the state policy and the crucial role it plays in food markets rules and regulations. To what extent state policy contributes to consumption practices and patterns and who benefits and who suffers due to the state intervention. Furthermore we will examine the international trade regimes, global agribusiness conglomerates and their impact on ordinary citizens, smaller scale food producers and consumers.

Essential Readings:

Agriculture and Food State Policy

1. Herman, Patrick and Richard Kuper (2003) “The Industrialisation of Farming, “*Food for Thought: Towards a Future for Farming* (Pluto), pp.1 – 25.
2. Friedman, Harriet (1990) “The Origins of Third World Food Dependence,” in *The Food Question: Profits Versus People*, eds. H. Bernstein et al (Monthly Review Press), pp. 13 – 31.

International Trade Regimes

3. Madeley, John (2000) *Hungry for Trade: How the Poor Pay for Free Trade* (Zed Books), Chapter 3.
4. Fitting, Elizabeth (2006) “Importing Corn, Exporting Labor: The Neoliberal Corn Regime, GMOs, and the Erosion of Mexican Biodiversity,” *Agriculture and Human Values* 23:15 – 26.

WEEK 9: Hunger and Famine, Challenges of Food Security

In this seminar we will examine whose appetites are being satisfied and whose are denied. Where is food scarce and where is food in abundance. Why some parts of the world experience hunger and others don't? Is the experience of hunger culturally constructed? We will also look at the study of famine prevention and the challenges of food security. And finally the anthropologist's contribution to the policy debate on global food security.

Essential Readings:

Hunger and Famine

1. Lappe, Francis Moore and Collins Joseph (1997) 'Beyond the Myth of Hunger: What we can do?' in C. Counihan and P. Van Esterik (eds) Food and Culture: A Reader. London Routledge, pp.402 – 411.

Challenges of Food Security

2. Pottier, Johan (1999) Anthropology of Food: The Social Dynamics of Food Security, Cambridge: Polity Press, Chapter 2

WEEK 10: The importance of Land and Food Production, Changing on Farm Relations and Their consequences for farmer knowledge

This week themes will include the social embeddings of land ownership and access to land, the argument of FAO (Food & Agriculture Organisation) that agricultural sector should become even more commercialise in order to reduce poverty. We will also look at the organisational change over time due to cash cropping, agricultural mechanisation and the spread of global markets. We consider the consequences for household Food and livelihood security and discuss/question whether indigenous agricultural knowledge has been lost.

Essential Readings:

The importance of Land and Food Production

1. Bryceson, Deborah, et al (2000) "Disappearing Peasantries?: Rural Labour in Africa, Asia and Latin America." London: Intermediate Technology Publications. Chapter 1.

Changing on Farm Relations and Their consequences for farmer knowledge

2. Van der Ploeg, Jan Douwe (1993) "Potatoes and Knowledge", in M. Hobart (ed.) (1993) The growth of Ignorance: An Anthropological Critique of Development. Routledge, pp.209 – 227.

WEEK 11: Agricultural Intensification & Biotechnology, Environmental Degradation

Industrial methods in farming have had complex and profound consequences for the natural environment as well as farmer's conceptions of and interactions with that environment. In this seminar we will discuss issues such as soil erosion, air/water pollution caused by mechanised

cultivation, intensive use of fertilisers and pesticides and the “factory” farming of livestock. We will also study the effects of biotechnology upon food producers, food consumers and ecology.

Essential Readings:

1. Altieri, Miguel (1998) “Ecological Impacts of Industrial Agriculture and the Possibilities for Truly Sustainable Farming,” *Monthly Review* 50(3): 60-71.
2. Prakash, C.S. (1999) “Feeding a World of Six Billion,” *AgBioForum* 2 (3&4): 223-5. (Available on line at: <http://www.agbioforum.org/>)
3. Altieri, Miguel and Rosset, Peter (1999) “Ten Reasons Why Biotechnology Will Not Ensure Food Security, Protect the environment and Reduce Poverty in the Developing World,” *AgBioForum* 2 (3&4): 155-162. (Available on line at: <http://www.agbioforum.org/>)

WEEK 12: Alternative Modes of Production, Alternative food movements (Organic, Ethical, Slow Food)

In our final unit we will focus on alternative modes of food production including organic (bio) food movement, community supported agriculture, farmers markets, Slow Food movement and fair trade. We will look into the role of citizen in the development of alternative food system and whether ethical consumption is or can change the way food is produced, distributed, sold and consumed and whether these ethical practices are available for all citizens of the world.

Essential Readings:

1. DuPuis, M. Elizabeth (2000) “Not in My Body: rBGH and the Rise of Organic Milk,” *Agriculture and Human Values* 17(3): 285 – 295.
2. Raynolds, Laura (2000) “Re-Embedding Global Agriculture: The International Organic and Fair Trade Movements,” *Agriculture and Human Values* 17(3): 297 – 309.
3. Goodman, David (2003) “Culture Change,” *Mother Jones* January/February. (Available online at: <http://www.motherjones.com>).
4. Pratt, Jeff (2007) “Food Values: The Local and the Authentic,” *Critique of Anthropology* 27: 285 – 301.

Theorizing Memory: Social and Cultural Remembering

Course General Description:

It is often claimed that "memory is everywhere around us". At the same time the concept of "memory" appears to be used in a variety of contexts at the intersection of psychology, history, sociology, anthropology and cultural studies. This course attempts to critically survey the main theories and practices of social and cultural remembering. As Alon Confino posits, although the richness of memory studies and of the topics of inquiry are incontestable broad, the very notion of "memory" seems to be "more practiced than theorized" (*Collective Memory and Cultural History: Problems of Method*, 1997). We will attempt to survey and critically examine various empirical and theoretical approaches to memory in social sciences. The key questions leading this course will be: Who is the carrier of memory? What are the adequate methodologies for approaching social and cultural memory in empirical research? What does it mean to remember something you did not experience firsthand?

Teaching Format: mixture of lecture and seminar

Recommended Readings (available in the library):

Paul Connerton, *How Societies Remember*, Cambridge: Cambridge University Press, 1989

Maurice Halbwachs, *On Collective Memory*, Chicago: Chicago University Press, 1992

Barbara A. Misztal, *Theories of Social Remembering*, Philadelphia: Open University Press, 2003

James V. Wertsch, *Voices of Collective Remembering*, Cambridge, New York: Cambridge University Press, 2002

The Collective Memory Reader (Jeffrey K. Olick, Verend Vinitzky-Seroussi and Daniel Levy eds.), Oxford University Press, 2011, available online at: <http://booksy.cf/books/The%20Collective%20Memory%20Reader%20-%20Olick%20.pdf>

Course Requirements: Attendance is not optional. Reading of all assigned texts is required. For each text, a presenter will be selected in advance. Presentation and critical discussion of the assigned text should normally last for 20 minutes. The presenter should summarize the text's main argument and the key concepts, identify what is unclear and what should be further investigated and list questions for following discussion. A final paper (3000 words) closely linked to the issues discussed in class is required.

Final Grade Distribution:

Class participation 20%

Student Presentation 30%

Final Paper 50%

Final Paper: The final paper can address the following issues: a critical reading of one of the papers discussed in class; a detailed analysis of a site of memory or memory event (including film, monuments, rituals, state-sponsored commemorations, theatrical plays, exhibitions, etc) using the ideas, concepts and frameworks we have discussed in class, or a comparison between two memory practices or sites of memory which relate to a certain historical event. The final paper should start with a paragraph that provides an overview of the whole paper and end-up with a meaningful conclusion. All your statements must be supported by evidence.

Class Schedule:

Week 1: Introduction, Course Expectations, Discussion of Some Basic Theories and Concepts in the Field of Memory Studies, Definitions of Various Types of Memory.

Readings: No Readings

Week 2: The Recent Memory Boom, the Role of Memory in Social Sciences and Theoretical & Methodological Challenges

Required Reading:

Kerwin Lee Klein, "On the Emergence of Memory in Historical Discourse", *Representations*, Winter 69, 2000, pp.127-150

Recommended Reading:

Jeffrey K. Olick and Joyce Robbins, "Social Memory Studies: from "Collective Memory" to the Historical Sociology of Mnemonic Practices", *Annual Review of Sociology*, 24, 1998, pp. 105-40 (Jstore)

David Berliner, "The Abuses of Memory: Reflections on the Memory Boom in Anthropology", *Anthropological Quarterly*, Vol.78, No. 1, 2005

Week 3: Social Memory: Individualistic and Collectivistic Understandings of Social Memory.

Required Readings:

Maurice Halbwachs, *On Collective Memory*, Chicago: Chicago University Press, 1992, pp. 37-51

Jeffrey K. Olick, "From "Collective Memory: The Two Cultures" in *The Collective Memory Reader* (Jeffrey K. Olick, Verend Vinitzky-Seroussi and Daniel Levy eds.), Oxford University Press, 2011, pp.225-229.

Recommended Reading:

Peter Burke, "History as Social Memory", *Memory, History, Culture and the Mind*, Oxford, New York: Basil Blackwell, 1989, pp. 97-113.

Week 4: Collective Memory and Cultural Remembering

Required Readings:

Alon Confino, "Collective Memory and Cultural History: Problems of Method", *American Historical Review*, Vol.102, No.5, December, 1997, pp. 1386-1403. Stable URL: <http://links.jstor.org/sici?sici=00028762%28199712%29102%3A5%3C1386%3ACMACHP%3E2.0.CO%3B2-Y>

Jan Assmann, "Collective Memory and Cultural Identity", pp.125-133, available at: <http://www.history.ucsb.edu/faculty/marcuse/classes/201/articles/95AssmannCollMemNGC.pdf>.

Recommended Readings:

Astrid Erll, "Cultural Memory Studies: An Introduction (Towards a Conceptual Foundation for Cultural Memory Studies)", *Cultural Memory Studies: An International and Interdisciplinary Handbook*, Astrid Erll and Ansgar Nünning (eds.), Berlin/New York: de Gruyter, 2008, pp. 1-19.

Week 5: Remembering Other People's Memory: Post-memory (mediated memory) in Contemporary Visual Culture

Required Readings:

Marianne Hirsch, "The Generation of Postmemory", *Poetics Today*, 29 (1), 2008, pp.103-128, permanent link: <http://www.columbia.edu/~mh2349/papers/generation.pdf>

Carolina College of the Art, Visual and Critical Studies Lectures Series: "The Holocaust Effect in Contemporary Art": <https://www.youtube.com/watch?v=oSEwi9CoZ2E>

Recommended Reading:

Dora Apel, *Memory Effects: the Holocaust and the Art of Secondary Witnessing*, Rutgers University Press, 2002 (especially the Introduction ("The Artist as Secondary Witness", pp.3-9), and chapter 2 "Picturing the Vanished/Transgressing the Present", pp. 43-72)

Week 6: The Dialectic between Nostalgia and Memory (and Forgetting)

Required Readings:

Svetlana Boym, "Nostalgia and Its Discontents", *The Hedgehog Review*, 7 (18), permanent link: http://www.iasc-culture.org/eNews/2007_10/9.2CBoym.pdf

Manuela Marin, "Between Memory and Nostalgia: The Image of Communism in Romanian Popular Culture. A Case Study of Libertatea Newspaper", *Palimpsest*, No.5, December, 2013, available online at: <http://www.transfam.sociologia.uj.edu.pl/documents/32445283/42fed4c0-76ea-405b-b0c9-132b4c74137c> (A CASE STUDY)

Week 7: The Transition from National to Cosmopolitan Memory Cultures

Required Readings:

Pierre Nora, "Between Memory and History: *Les Lieux de Memoire*", *Representation*, No.26, (Spring, 1989), pp.7-24, Stable URL: <http://www.jstor.org/stable/2928520>

Daniel Levy and Natan Sznaider, "Memory Unbound: the Holocaust and the Formation of Cosmopolitan Memory", *European Journal of Social Theory*, 5 (1), 2002, pp. 87-106, available online at: <http://www2.mta.ac.il/~natan/memory%20unbound.pdf>

Week 8: Transmission of Memory

Required Readings:

Jack Goody, "Memory in Oral and Literate Traditions", *The Collective Memory Reader* (Jeffrey K. Olick, Verend Vinitzky-Seroussi and Daniel Levy eds.), Oxford University Press, 2011, pp.221-224.

Paul Connerton, How Societies Remember, *The Collective Memory Reader* (Jeffrey K. Olick, Verend Vinitzky-Seroussi and Daniel Levy eds.), Oxford University Press, 2011, pp. 338-343.

Week 9: Memory and Commemoration

Required Readings:

Anna Kaminsky, "Visible Memories-Memorial Sites Commemorating the Victims of Communist Regimes in Central Europe", *European Network Remembrance and Solidarity Reading Room*, 2011, available online at:

http://www.enrs.eu/images/Teksty%20pdf%20ang/Kaminsky_Visible.pdf

Uilleam Blacker, "Spatial Dialogues and Holocaust Memory in Contemporary Polish Art: Yael Bartana, Rafal Betlejewski and Joanna Rajkowska", *Open Arts Journal*, Issue 3, Summer 2014, pp. 173-187, available online at:

https://openartsjournal.files.wordpress.com/2014/09/blacker_v3_p173-187.pdf

Week 10: Memory and Politics**Required Readings:**

Michael Foucault, "Film in Popular Memory: An Interview with Michael Foucault", *The Collective Memory Reader* (Jeffrey K. Olick, Verend Vinitzky-Seroussi and Daniel Levy eds.), Oxford University Press, 2011, pp. 266-267

Maria Mälksoo, 'The Memory Politics of Becoming European: The East European Subalterns and the Collective Memory of Europe', *European Journal of International Relations*, 15, No. 4, 2009, pp. 653-680

available online at: http://www.memoryatwar.org/pdf/malksoo_ejir_dec_2009-1.pdf

Week 11: Critical Evaluations of the Collective Memory Studies: theoretical and methodological challenges**Required Readings:**

Wulf Kansteiner, "Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies", *History and Theory*, Vol. 41, No. 2, (May, 2002), pp. 179-197 (Jstor)

Recommended Reading:

Susan Sontag, *Regarding the Pain of Others*, Picador, 2004 (or available online)

http://monoskop.org/images/a/a6/Sontag_Susan_2003_Regarding_the_Pain_of_Others.pdf

Week 12:**Concluding Remarks, Discussion on Final Papers**