

Duluth Campus

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29 January 2017

Peoples and Cultures of Europe Week 4

An "Emic" Analysis of a Greek Family in Cyprus

A Brief Review of Turkey and the Ottoman Empire

Moors and other Arab Influences, A.D. 711 - A.D. 1492
Ottoman Influences A.D. 1517 –

And (time permitting)
Europe as an Ethnographic "Culture Area", and Other Units of Analysis (cont.),
and "Master Texts and 'Classics'"

Thursday is Groundhog Day.

Thursday's a big day in PUNXSUTAWNEY, Pennsylvania, and we'll find out about how long our winter weather will last. About 7:30 Thursday morning Punxsutawney Phil will emerge with his prediction, and we'll know if we can comfortably settle in for our six more weeks of winter. For the latest up-to-date coverage and reports see . .

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Groundhog Day 2017 Guide



[Wikipedia](#)

“The Groundhog Day celebration is rooted in a German superstition that says if a hibernating animal casts a shadow on February 2, the Christian holiday of Candlemas, winter will last another six weeks. If no shadow is seen, legend says, spring will come early.” Thousands show up for the event each year in Punxsutawney, Pennsylvania (and other places around the country). You can eat groundhog. ([Groundhog recipes for Groundhog revenge](#); [Groundhog Recipes - Tastes Like Chicken!](#)) People of German heritage in Western Pennsylvania (“Pennsylvania Dutch”—who are actually German—celebrate with *Fersommling*, festive gatherings at which only German is spoken (people speaking English at the events must pay a modest fine).

After we find out what Punxsutawney Phil has to say about the German customs in Pennsylvania, we’ll continue our mini-series **comparative analysis of Greek villages** by having a look at *Life Chances: Four Families in a Changing [Greek] Cypriot Village*.

As we continue the Kypseli-Vasilika-Greek Cypriot series, augmented with information from the Village of Karpofora (and eventually other villages in Ireland, England, Scotland, and Hungary) ask yourself a set of questions:

- **How are they *Greek*?** [or Irish, or English, Scottish, or Hungarian?]
- **How are they *villages*?**
- **How are they "*peasant communities*"?**
- **How are they "*island communities*"?**

- How are they *part of* larger social/cultural systems?
- How are they *representative of* larger social/cultural systems?
- How are all three of these "Master Texts" relevant to today's Anthropology of Europe?

We will have in-class discussion on *Life Chances: Four Families in a Changing [Greek] Cypriot Village*.

Thursday we'll have a quick look at (literally) "Imperial History of the Middle East: 5000 Years of History in 90 seconds." It's short—135 seconds (things are not always as advertised). Pay special attention to what is happening within the borders of modern-day Europe.



[Imperial History of the Middle East: 5000 Years of History in 90 seconds](#)

When you watch the presentation “Imperial History of the Middle East: 5000 Years of History in 90 seconds” pay special attention to what is happening within the borders of modern-day Europe. (It’s short—135 seconds (things are not always as advertised). **ISIS (Islamic State of Iraq and al-Sham) declared itself a “Caliphate” 29 June 2014 under the name under the name "Islamic State".** The U.S.A. and its allies, and Russia and their allies, continue the militaristic imperial history in 2017, extending the 3000-year-old-pattern.

In short, it is difficult to understand much of modern-day Europe, and modern-day Europeans, without understanding the earlier historical influences of the various Arab groups. You have already begun to see that in the Greek villages.

So we’ll continue to have a look at the historical framework for the course by looking at one of the early major influences in many parts of Europe (and beyond)—Ottoman, Moorish, and other Turkish Empires. Arabs controlled much of the Iberian Peninsula (Spain, Portugal, Andorra, Gibraltar, and part of France) starting in the 8th century (A.D. 711) and ending just as Columbus was “discovering” America in 1492.

With a strong presence in Europe of almost 800 years, the Arabs had a considerable influence in the Mediterranean in general and the Iberian Peninsula in particular. Even after the *Reconquista* of Spain and the other countries the Ottomans exerted considerable influence over, including Sicily, much of the Arab influence in the eastern Mediterranean and Southeastern Europe continued.

That influence continues through the present-day. And influence from that neck of the woods may become stronger if/when Turkey is admitted to the EU.

After having a look at *Süleyman the Magnificent* we’ll return to continue having a look at Europe as an Ethnographic "Culture Area", Other Units of Analysis, and “Master Texts” and Classics, most likely getting back to that next week.



Your *informal* Project Proposal is due this week, end of Week 4, Saturday, 4 February 2017. Details are in the Week 4 **Moodle** Activities block. Note that this is a simple *informal* proposal. A more formal statement isn't due until the end of Week 6, 18 February 2017. Project information is on-line at <>.

Share your ideas, including study-questions with your classmates? Discuss them on-line with the others in class ...

s2017 **Student Collaboration Space**
for your own personal use



[Wiki for Project Collaboration](#)

The above item will be found at the top of your **Moodle** folder under "Student Collaboration Space".

Your **Assignments and Activities listings** are available
in the **Week 4 Block** of your **Moodle** folder.

Be sure to check the details of the **activities and assignments** of the week in your **Moodle** folder.

This week the Assignments and Activities include . . .



Reading Assignment for Week 4



Response to the film *Life Chances: Four Families in a Changing Cypriot Village* (Due End of Week 4, Saturday, 4 February 2017;
Your Name Will Be Logged)



Take the Turkey Test! (Due this by the End of Week 4)

You do not need to post anything to your Moodle folder with the Turkey Test.
And there are no points involved.



Response to the film *Süleyman the Magnificent* (Due End of Week 4, Saturday, 4 February 2017; Your Name Will Be Logged)



Watch (again) Imperial History of the Middle East: 5000 Years of History in 90 seconds (see above)



Forum: To Burka or Not to Burka (Due End of Week 4, Saturday, 4 February 2017)



Part 1: Informal Project Proposal [Due End of Week 4, Saturday, 4 February 2017]



REM: Selective Attention Test

<<http://www.youtube.com/watch?v=vJG698U2Mvo>>

Read and follow the directions carefully. . .



REM: The Monkey Business Illusion

<http://www.youtube.com/watch?v=IGQmdoK_ZfY>

Read and follow the directions carefully. . .



If you have any **questions**, please do not hesitate to post them on the **Moodle** "QUICKMAIL", "Messenger", or e-mail troufs@d.umn.edu, or stop in before or after class across the hall at Cina 215. And that goes especially for questions about getting started on your project.

Best Regards,

Tim Roufs

<<http://www.d.umn.edu/~troufs/>>