

Duluth Campus

Department of Sociology -Anthropology  
College of Liberal Arts

228 Cina Hall  
1123 University Drive  
Duluth, Minnesota 55812-3306

Office: 218-726-7551  
Fax: 218-726-7759

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Peoples and Cultures of Europe Week 5

## "Master Texts and "Classics" in the Anthropology of Europe"

Thursday, 19 February, 2015 is . . .



National Anthropology Day

**This week**—or soon as possible thereafter— we’ll begin to focus on the **“Master Texts” and “Classics”** in the Anthropology of Europe, within the framework of the continuing discussion on Units of Analysis.

You probably have some notion of “Classics”—like Buddy Holly and the Crickets of “rock and roll” fame—or maybe even some Aristotle, Socrates, and Plato who appear in the “Perennial Debates” discussion.

But **what is a “Master Text”?**

Good question, as Susan Parman and other authors use the term a lot. . . .

In brief, a “Master Text” is a work (video or print item or research technique or theoretical approach) that helped set the stage for what came later and which in one or more ways influenced the development of a discipline or subdiscipline. *Kypseli*, for e.g., is one. Ernestine Friedl’s *Vasilika*, for e.g., is another one.

Speaking of **Vasilika**, this week (or as soon as possible thereafter) I’ll try also to have **a short walk around Vasilika**, to give you some idea of what it looks like in more modern times, and to say goodbye to the Greeks.

On Thursday we’ll have a look at what Carlos Fuentes has to say about his people and their relationship to “the Old World” in *The Buried Mirror: **The Virgin and the Bull***. But, Carlos Fuentes is a Mexican—a distinguished Mexican novelist and writer, who was best known for his works like *The Death of Artemio Cruz*.

## What does Mexico have to do with Europe?

As you will see in Susan Parman and friends' work, in *Europe in the Anthropological Imagination*, Europe came into the anthropological imagination influenced very strongly by people in and associated with the University of Chicago and its focus on Mesoamerican and Chicano community and family studies. Without that influence, anthropological studies of Europe might still be lingering only in someone's imagination. Or it certainly would be a different breed. It would be difficult to understand the development of the Anthropology of Europe—and how we got here—without understanding the contributions of **the “Chicago School”** and its associated folks. I'll talk more about that in class.

With *The Buried Mirror: The Virgin and the Bull* we'll look once again through the lens of the **Comparative Method**, and will visit/re-visit the world of **Metaphorical Analysis**—the last of the **Units of Analysis** to be discussed in the methods section of the class.

So sit back and relax as we're off to Greece, Mexico, Spain and Portugal in our comparative quest to understand a little bit more of what that picture at the beginning of the **Moodle** site is all about.



Europa and the Bull  
*Enlèvement d'Europe*  
("The Abduction of Europa")  
Noël-Nicolas Coypel, c. 1726

And we'll throw a little bull and “bullfighting” in as a bonus.




*Be sure to check the **activities of the week**, including the due date.* As usual, if you have any questions, please let me know. And that goes also for questions about Part 2 of your project, your **Project Promissory Abstract, and Working Bibliography** which are due next week.

- 🗨️ Response to the film *The Buried Mirror: The Virgin and the Bull* (Due End of Week 5, Friday, 20 February 2015; Your Name Will Be Logged) Feedback

And remember, it's always a good idea to **share your ideas** with others. You can discuss them on-

line with the others in class. And you should do that.

s2015 **Student Collaboration Space**  
for your own personal use

-  [Live chat for Project Collaboration](#) (NOTE: This is NOT the link for the Exam Live Chats)
-  Wiki for Project Collaboration
-  General Student Discussion Area Forum
- QUICKMAIL (see sidebar)

The above items will be found at the top of your **Moodle** folder under “Student Collaboration Space”.

**A final reminder:** If you haven’t yet taken the **Selective Attention Tests** in Preparation for watching our upcoming video series, please do that. **Read and follow the instructions carefully.** They’re short, about a minute-and-a-half each. (Be sure to take both tests.)

**Selective Attention Test**




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

**The Monkey Business Illusion**

<[http://www.youtube.com/watch?v=IGQmdoK\\_ZfY](http://www.youtube.com/watch?v=IGQmdoK_ZfY)>

You’ll not want to miss any of the animals this week, or in the weeks to come. . . .

Remember to check the results of the class Video Responses from earlier weeks when they close. You can find the results in the **Moodle** Blocks where they first appeared. This week have a look at . . .

-  [Results--Kypseli I s2015 File resource](#)
-  [Results--Life Chances: Four Families in a Changing Cypriot Village s2015 File resource](#)
-  [Results--Süleyman the Magnificent s2015 File resource](#)

This week’s **(1) Topics, (2) Reading Assignments Listings, and (3) Activities** are detailed in the Week 5 Block of your **Moodle** folder.

If you have **any questions**, please do not hesitate to stop in after class, or post them on **Moodle**, or e-mail [troufs@d.umn.edu](mailto:troufs@d.umn.edu). And that goes also for **questions about getting started on your project, your project abstract, and the working bibliography for your Project**. Project information is on-line at <<http://www.d.umn.edu/cla/faculty/troufs/anth4616/cpproject.html>>.

Best Regards,

Tim Roufs