

Tim Roufs at the TimHotel Tour Eiffel, Paris

Anthropology of Europe Week 11

- 1.0 What's Happening?
- 2.0 Video Explorations
- 3.0 Slides Units of Analysis
- 4.0 Readings
- 5.0 *Other Assignments
- 6.0 Final Exam
- 7.0 Project
- 8.0 *Discussion
- 9.0 (optional) For Fun Trivia
- 10.0 (optional) Extra Credit
- 11.0 (optional) Other
- 12.0 In-the-News
Read Others
- 13.0 (optional) Live Chat
Tuesday 7:00-8:00 p.m.
- 14.0 (optional) Questions / Comments
- (click links for details)
[🔗](#) = leave page
- Items DUE this week:**
***enter on-line**
****upload file**

*** if you signed up for this week's news

1.0 What's Happening Week 11?

This week *music* fills the Air . . .

With the Russian Ballet . . . Estonian Community Celebration of Song . . . and Polish Village Church Choirs. . . .

Our videos are short this week, celebrating song-and-dance-filled cultural identities. . . . We'll see a very informative two minutes of Tchaikovsky's *The Sleeping Beauty* ballet, and a delightful five-and-a-half-minute introduction to the famed Estonian Song Celebration.

With so much song and laughter in the air it will be another great week. And we'll visit those same countries with the news of the week.

With so much song and laughter in the air it's a good week to work on your Extra Credit Project(s)—if you're *doing* an extra credit project.

And it's a good week to work on your Presentation, which is due in two weeks. We'll have a brief closer look at those.

And for a little variety we have a video of a "guest's" slide show on Ch. 33 of the textbook, "The Polish Village Church". See "This Week's Slides". This is a good example of what your Presentation might look like.



Jó napot kívánok Magyarországnak



And we'll finish up the week going off **to the beautiful Blue Danube, to the land of the Magyars**, one of the most striking and interesting of the European countries. We'll be visiting Hungary, where we'll get to know a little bit about the Hungarians . . . a truly delightful, beautiful people—where the current government is essentially paying people to have more children.

Buda, Obuda and Pest now proudly greet the world as Budapest. Once part of the Ottoman Empire (remember, Suleiman from earlier?), once part of the Austro-Hungarian Empire, this part of the world was also once the majestic and grand Kingdom of Hungary—one of the very few countries in the history of the world that lasted a thousand years (we in the U.S.A. still have over 750 years to go to catch up to their record . . .). Early on, this area was also settled by the Celts and the Romans. Now Hungary is a proud member of both the EU and NATO. Once one of the largest countries in Europe,

Hungary is now one of the smaller ones, having lost seventy percent of its territory and one third of its population under a treaty signed after WWI. From the late forties until 1989 Hungary was dominated by Russia.

The Hungarian language is a Finno-Ugric language—that is, related to Finnish—and it is the most widely spoken non-Indo-European language in Europe.

Hungary is another of those countries with very distinctive characteristics, including one of the most distinctive languages around. In Hungary one can see and hear many historical and linguistic influences. And it is one of the most beautiful—the language, but also the country and the people. And Hungary is a country where units of analysis are fascinating and fruitful at every level. You'll see. On the individual level you'll meet my friend Sárkány Mihály from Budapest in the historical readings of the week, as he explains Cultural Anthropology in Central and Eastern Europe. Mihály is an Economist and an Economic Anthropologist

This week will be a great week as we get to know Hungary and the Hungarians . . . and say farewell to Europe . . .



The Hungarian Parliament, Budapest

2.0 VIDEO EXPLORATIONS

Real People . . . Real Places . . .

[Videos for the Semester](#)

**Our videos are short this week,
all celebrating song-and-dance-filled cultural identities . . .**

And for a little variety we have a video of a “guest’s” slide show on Ch. 33 of the textbook, “The Polish Village Church”. See “This Week’s Slides” below.

YouTube [The Sleeping Beauty -- Bolshoi Ballet](#)

(1:58, 2018-19)

[click [↑](#) here]



The Sleeping Beauty
Bolshoi 2018-19

YouTube [Estonian Song Celebration](#)

(5:38, 2014)

[click [↑](#) here]



Estonian Festival Singers 2014



**Hungary, with one of the lowest birthrates in Europe,
is, in effect, paying people to have babies.
Have a look at the short video:**

**[▶ Pressure to procreate:
inside Hungary's baby drive](#)**

-- [The Guardian](#) (23 February 2021)
(video: 15:42 min.)

[click [↑](#) here]

BACKGROUND

Even with the COVID pandemic many countries in the world face a different problem--not enough babies being born to keep their countries running. Some are calling it a "Baby Bust."

Today many countries around the world, including Hungary, are facing a crisis of ageing populations, declining birth and marriage rates, rising divorce rates, and emigration. Dozens of countries across the globe face depopulation, with fertility rates below the population replacement rate, and other factors, threatening the very nature of their countries.

The current fertility rate for Italy in 2021, for e.g., is 1.310 births per woman, a 0.46% decline from 2020 ([Macrotrends 2021](#)).

"Replacement level fertility," the level of fertility at which a population exactly replaces itself from one generation to the next, is about 2.1 children per woman in developed countries ([J. Craig, PubMed, 1994](#)).

So less than about a 2.1 replacement level fertility and a country can no longer exist long-term as we know it. As we saw early on in the semester emigration/immigration is an increasingly hostile option--as we have even seen in the United States in recent years.

In short, in dozens of countries throughout the world we may have "A Crisis of Births":

Krause, Elizabeth L. 2005. *A Crisis of Births: Population Politics and Family-Making in Italy*. Belmont, CA: Thompson Wadsworth

**Experts sound the alarm on declining birth rates among younger generations: "It's a crisis"
-- CBS News (03 March 2021)**

For an update and other sources see the class Demography WebPage

[click ↑ here]



3.0 THIS WEEK'S SLIDES

[Class Slides for the Semester](#)

This is an example of a student presentation,
based on Chapter 33 of the text,
"The Polish Village Church" . . .

[YouTube Polish Village Churches](#)

-- Elizabeth Badertscher
(11:01, 2020)

[[click](#) ↑ [here](#)]



[witsu](#)



Hungary

[\(pptx.\)](#)

[click ↑ here]

(optional)

Web Site

[Hungary](#)

[click ↑ here]

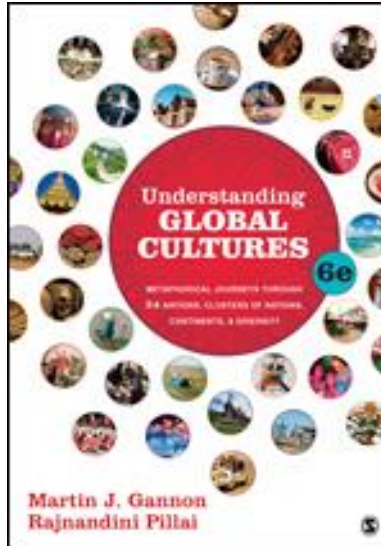
REM: Links on screenshots are not “hot” (active)



4.0 READINGS FOR THE WEEK

[Readings for the Semester](#)

[Textbook Information](#)



REM: Links on screenshots are not “hot” (active)

PART XI: THE STRUGGLE FOR CULTURAL IDENTITY AND
THE SPLINTERING OF NATIONS: THE CASE OF THE
RUSSIAN EMPIRE

Chapter 31: The Russian Ballet

Chapter 32: Estonian Singing

Chapter 33: The Polish Village Church

(assigned readings are in **bold** letters)

5.0 OTHER ASSIGNMENT INFORMATION

[Main Due Dates](#)

s2024 [Module Week 11](#)

6.0 FINAL EXAM . . .

[Final Exam Information](#)

7.0 PROJECT INFORMATION . . .

[Basic Project Information](#)

[Main Due Dates](#)

REM: **Project . . . Project . . . Project . . .**

**AE Does your Project take a HOLISTIC VIEW of your Subject? If
You Need to . . . Review Holism (.pptx)**

**Are the Units of Analysis you are planning
to Use for Your Project OK?**

**Check the UNITS OF ANALYSIS (.pptx) that you are using for Your
Project**

Review if you need to . . .

“Units of Analysis”

(.pptx)

[click ↑ here]

REM: Links on screenshots are not “hot” (active)

as mentioned in the “Orientation”

units of analysis may include:

- **one person**
- **the family**
- **the community**
- **a region**
- **a “culture area”**
- **a culture / “subculture”**
- **a nation**
- **the world**
- **an item or action itself**
- **a “cultural metaphor”**



REM:

Work on your Class Presentation

A major part of this course is your research project—not just for the points, but because researching a topic you are interested in and presenting your findings to others, and then writing the results up as a formal paper, is one of the best ways to learn things. (Lectures, as it turns out, research suggests, are one of the worst ways—keeping in mind that one must separate “learning” from the “*perception* of learning.”) So this week be sure to spend some time working on your **Paper and Presentation**. (Remember that your Presentation is a “work in progress” report on your paper.)

**If I can be of help with your project, please let me know.
Check in on Tuesday’s Live Chat, if you like.**

8.0 DUE: DISCUSSION WEEK 11 . . .

[Online Discussions Information, Rubric, and Sample Posts](#)

tba

(optional) **9.0 FOR FUN TRIVIA . . .**

(optional) **10.0 EXTRA CREDIT . . .**

REM: There are **two Extra Credit options: (A) a case study, and/or (B) a review of a lecture or event, or an approved film** (*other* than one of the films we see in class). For the review option you may also *compare* two or more films. (Remember from Week 1, one of the main features of anthropology is that it is *comparative*?)

Details on the extra credit are on-line at

http://www.d.umn.edu/cla/faculty/troufs/anth3635/extra_credit/ceextracredit.html#title

11.0 OTHER (optional) . . .

12.0 IN THE NEWS . . .

[Media Bias Chart](#)



Sign Up in Google Docs

[click  here]

[Russia](#) – tba

[Estonia](#) – tba

[Poland](#) – tba

[Hungary](#) – tba

13.0 LIVE CHAT: OFFICE HOURS

[Contact Information](#)

Tuesday, 7:00-8:00 p.m. (CDT)

[“ZOOM”](#)

[click ↑ here]

or

e-mail anytime: <mailto:troufs@d.umn.edu>

[click ↑ here]



Live Chat is optional.

14.0 Questions / Comments

If you have any **questions or comments** right now, please do not hesitate to e-mail troufs@d.umn.edu, or ZOOM <https://umn.zoom.us/my/troufs> (E-mail is fastest, and most generally best as quite often URLs need be sent.)

Best Wishes,

Tim Roufs

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

<<https://umn.zoom.us/my/troufs>>

<[other contact information](#)>