

## *Study Questions 2 for Peoples and Cultures of Europe*

**Group work coming up: bring your lecture & film notes and readings to the class before the exam. Don't forget to bring a 3x5 card to the exam.**

### **Lectures:**

#### *Politics, Patronage, and Leadership*

1. **Describe** patronage systems in the Mediterranean area. **Describe** what each side gains. Is this system keeping the Mediterranean area backwards or is it really clever? **Discuss** why it would be difficult to end. Is this limited to just the Mediterranean area?
2. **Describe** how men maintain status in the Mediterranean.
3. **Describe** how men maintain status in Northern areas of Europe.

#### *Greece: Honor and Shame, Men, Women, Family:*

1. What are the main concerns of a Greek family? How do Greek families view success? How is success achieved?
2. **Describe** the roles of father and mother in the family. What are their duties and obligations? **Describe** the relationship between the sexes.
3. **Describe** the concepts of "honor" and "shame." In the Honor-and-Shame complex how must men and women behave? Honor/Shame controls women, but gives them power and resources too. **Describe**.

#### *Sex, Gender, and Gossip:*

1. **Discuss** dominant and muted groups. Why study muted groups? What are some differences likely to be between muted and dominant groups?
2. Does sex segregation necessarily result in inequality of the sexes? **Discuss**. Draw the 2x2 chart and **DISCUSS** a cultural example of each of the 4 types.
3. What is the function of gossip? Who gossips?

#### *Serbia, Albania, Kosovo:*

1. Why is Kosovo so important to Serbians even though few Serbs live there today?

#### *Religion:*

1. **Describe** pilgrimage in Europe. What is the process through which sites become pilgrimage destinations and what are the results? **Describe** an example from Europe to illustrate.

2. What kinds of pilgrimage sites are there? **Describe with examples.** What religions in Europe practice pilgrimage?
3. The cult of saints is a central part of religious practice in Europe. Who becomes a saint? Who supports saints, why and how? (**Describe** differences between the sexes.)
4. Magic beliefs exist in Europe. **Describe** “evil eye” beliefs. How does one protect oneself?
5. What functions does belief in witchcraft, sorcery, vampires, and devils serve?

*Jews:*

1. **Describe** how people achieved status in pre-WWII Jewish culture in Europe.

*Language:*

1. How can linguists reconstruct and date Proto Indo European? How old is it? **Discuss** evidence and give some examples of PIE root words.
2. **Why, when and from where** do anthropologists think the speakers of PIE spread throughout Europe? **Discuss** the proof that they have.

**Readings:**

From *Culture Enters through the Kitchen:*

1. **Describe** the functions of the Greek house. What important activities take place in the house? How does the house differ from the outside world?
2. **Describe** the kitchen and its important functions. **Describe** how the porch and courtyard relate to the kitchen.
3. How do women mediate between culture and nature, that is how do they transform nature (outside) to culture (inside)? How do women control pollution and preserve boundaries? **Describe** how food symbolizes important aspects of Greek life.

From *The Position of Women: Appearance and Reality:*

1. What has led researchers studying Greece to think that men have more social power than women?
2. What is the evidence that male prestige is higher?
3. **Describe** the differences in prestige with respect to the standard division of labor in the household. (What Friedl calls the continuum of tasks.)
4. What does Friedl suggest are the realities of power?

From *Bosnia reading--Nationalism and Ethnogenesis in the Former Yugoslavia*

1. The author says that in 1982-83 she missed some cues about the hidden importance of ethnonationalism. In retrospect, what does she now say she

should have paid more attention to? How did people behave that led her to overlook ethnonationalism?

2. **Discuss** the attitudes towards nationality in 1982-83. Why was there a resurgence of nationalism?
3. **Describe** the economic and political factors that Serbs were upset about. **Describe** the economic and political factors that Croats were upset about. How did these help bring about the breakup of the country?
4. **Describe** Serbian and Croatian attitudes towards Bosnian Muslims, Albanian Muslims and to each other?
6. How did the locale of the author's main fieldwork affect her understanding of the ethnic situation?

From *Pagan Europe, The Celtic World*:

1. **Describe** what and where the ancient Celts worshipped. What aspects continue into modern times?
2. Who were the leaders of ancient Celtic society?
3. **Describe** the Celtic divinities.
4. **Describe** the two major annual festivals in the sacred year of the Celts.

From *Eastern European Jews*:

1. Briefly **describe** the history of Jews in Eastern Europe.
2. Why and how did anti-Semitism develop? What form did it take?
3. What is a pogrom and why did pogroms occur?
4. During WWII the Nazis were responsible for confining Jews to the ghettos and for deportation, death camps and murder. **Describe** these.
5. Some Jews resisted. **Describe** the resistance and its results.

### **Films:**

From *Kosovo*:

1. **Discuss** what Milosevic (the Serbian leader) did to whip up nationalistic sentiment.
2. What was the Albanian response to marginalization in Kosovo? What was the response to ethnic cleansing?
3. After the antagonisms of war will these people ever be able to live together in peace and cooperate?

From *A Day in the Warsaw Ghetto*:

1. **Describe** conditions in the Warsaw ghetto as seen by the Nazi soldier who spent his birthday there in 1941.

From *The Mother Tongue*:

1. **Describe** the roots of English. What were the three invasions that affected English? **Discuss** how the languages came together to form the basis of English?
2. **Discuss** the impact of the Norman Invasion in 1066.