**\*\*\* This Syllabus is Subject to Change\*\*\***

**Course Syllabus**

**Critical Approaches to the Romani Studies: Past, Present, and Future**

**(2 credits)**

**Instructor:** Dr.Angéla Kóczé, Assistant Professor

Romani Studies Program

Central European University

**Winter Semester, 2018**

**Monday 11:00-12:40**

**Room:N13/518**

**Description:** This course aims to re-envision Romani Studies through a critical lens and discuss further possibility to use new theoretical frameworks such as gender, critical race, and post-colonial theories to understand the situation of Roma in the context of changing social, economic, cultural, and political landscapes in Europe. Students will discuss concepts and arguments from the orientalist folklorist via anthropological and sociological studies and engage with emancipatory scholarship.

Through the semester students interrogate the intellectual and disciplinary traditions of Romani studies and examines the academic, cultural, and political impact of various Roma related studies. We will also analyze the historical, political, socioeconomic, and cultural contexts of the specific Roma related ideas and concepts. We will identify the key trends in each set of approach and try to follow the transformation of these ideas. By the end of the course students will be able to use these approaches, concepts, and terms in a thoughtful and nuanced way informed by their scholarly critique.

**Seminar Requirements:**

The class is a discussion based graduate seminar. Students are expected to be prepared based on the assigned reading materials and engaged in active and creative class discussions. Student’s participation will be judged according to the quality (i.e. substance, thoughtfulness, etc.) of their contribution. Additionally, students are expected to be mindful and respectful of the differences of opinion and perspectives that will emerge in class discussions. Part of the course is learning how to articulate arguments and how to disagree (as well as agree) with other perspectives in an open, respectful, and non-confrontational manner.

***Behavior in the class:*** Please leave cell phones off and computers closed during class (the use of computers is permitted only when reading relevant text that will allow students to answer questions. *Checking emails, facebook, etc. is NOT allowed and will be dealt with accordingly),* arrive on time, return promptly from our break, and plan each week to stay for the entire class.

The final grade will depend upon the following criteria for both oral and written contributions:

1. **Active Participation:** 15%. Attendance at every class, evidence of thorough and careful reading, and engaged participation in discussions.
2. **Reading Diaries**: 15 %.Students need to prepare a reading diary *(3 key points from the author(s) of the weekly assigned article (s)/book chapter(s,) 3 questions what student would like to raise in class, 3 points for student’s argument based on the article)* for each class based on the required reading materials. Student’s “Reading Diaries” should be posted before the class session on the Sakai/Forum.
3. **Midterm:** 20%.Take-home exam.
4. **Research and Individual presentation:** 15%. Students will be asked to prepare a research and interactive and engaging presentation on the specific assigned topic.
5. **Individual final paper:** 35%. A 10-12 page paper (double spaced) on a specific course related topic that is approved by the instructor. This individual paper is expected to be a synthesis of the intellectual work accomplished during the semester. Proper citation and full bibliographical references are required.

**Grading**

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| --- | --- | --- | --- |
| Grade | Name | Point | Credit |
| A | Outstanding | 4 | Yes |
| A- | Excellent | 3.67 | Yes |
| B+ | Good | 3.33 | Yes |
| B | Fair | 3 | Yes |
| B- | Satisfactory | 2.67 | Yes |
| C+ | Minimum Pass | 2.33 | Yes |
| F | Fail | 0 | No |

**Academic Honesty**

Please know that any submitted work that contains plagiarized materials will result in immediate failure of the course.

**Campus-wide Emergencies**

In the event of circumstances in which the campus must close, students will be notified.

***If you have a disability that may require an accommodation for taking this course, please consult with me on the first week.***

**Suggested Course Readings:**

*Gypsy Identities 1500-2000: From Egipcyans and Moon-men to the Ethnic Romany*by David Mayall

*Racial Cities: Governance and the Segregation of Romani People in Urban Europe* by Giovanni Picker

*Minority Representation, Memory and the Limits of Transnational Governmentality* by Huub van Baar

*Gypsies and Travellers: Empowerment and Inclusion in British Society* edited by Joanna Richardson, Andrew Richard Ryder

TENTATIVE SCHEDULE

**Week 0:** Introduction-Discussion on the course material and expectations.

1. **Orientalism, Gypsylorism**

**Week 1:** ORIENTALISM AND GYPSYLORISM Author(s): Ken Lee Source: Social Analysis: The International Journal of Social and Cultural Practice, Vol. 44, No. 2 (November 2000), pp. 129-156

Orientalism by Edward W. Said (book chapter)

**Week 2:** *Gypsy Identities 1500-2000: From Egipcyans and Moon-men to the Ethnic Romany*by David Mayall (book chapter)

Marushiakova, Elena and Popov, Veselin. “Between Exoticization and Marginalization: Current Problems of Gypsy Studies”, BEHEMOTH A Journal on Civilisation, 2011 Volume 4 Issue Nr. 1

Acton, Thomas A. 2016. “Scientific Racism, Popular Racism and the Discourse of the Gypsy Lore Society.” *Ethnic and Racial Studies* 39 (7): 1187–1204. doi:10.1080/01419870.2015.1105988.

**Week 3:** Gayatri Chakravorty Spivak. “Can the Subaltern Speak?

Kocze A and N Trehan. 2009. “Postcolonial Racism and Social Justice: The Struggle for the Soul of the Romani Civil Rights Movement in the ‘New Europe.’” In Racism, Post-Colonialism, Europe. Ed G Huggan. Liverpool University Press.

Imre, Aniko. 2005. “Whiteness in Post-Socialist Eastern Europe: The Time of the Gypsies, the End of Race.” Post-Colonial Whitness: A Critical Reader on Race and Empire. Ed. AJ Lopez. State University of New York Press.

Simhandl K. 2006. “Western Gypsies and Travellers’—‘Eastern Roma’: The Creation of Political Objects by the Institutions of the European Union.” Nations and Nationalism. Vol. 12.1. Pp 97-115.

1. **Gendered Perspectives in Romani Studies**

**Week 4:** Angéla Kóczé, ‘Transgressing Borders: Romani activist-scholars pursuing critical knowledge’ in *Towards a New Roma Activism?* By Sam Beck and Ana Ivasiuc (Eds.) forthcoming

Aihwa Ong, Colonialism and Modernity: Feminist Re-presentations of Women in Non-Western Societies, 3/4 INSCRIPTIONS (1988)

Oprea A. 2012. “Romani Feminism in Reactionary Times.” Signs. Vol. 38.1. Pp 11-21.

Brooks E. 2012. “The Possibilities of Romani Feminism.” Signs. Vol. 38.1. Pp 1-11.

**Week 5:** Izsák, Rita. 2009. “The European Romani Women’s Movement: The Struggle for Human Rights.” Development 52 (2): 200–207. doi:10.1057/dev.2009.9.

Crenshaw, Kimberlé. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” Stanford Law Review 43 (6): 1241–99. doi:10.2307/1229039.

**Week 6:** Vincze, Enikő. 2014. “The Racialization of Roma in the ‘new’ Europe and the Political Potential of Romani Women.” European Journal of Women’s Studies 21 (4): 435–42. doi:10.1177/1350506814548963.

Debra L. Schultz, “Translating Intersectionality Theory into Practice: A Tole of Romani-Gadze Feminist Alliance” in SIGNS: Journal of Women in Culture and Society, volume 38, number 1, Autumn 2012, pp. 37-43

1. **Race, Racialization of Roma in “Colorblind Europe”**

**Week 7:** *Racial Cities: Governance and the Segregation of Romani People in Urban Europe* by Giovanni Picker (book chapters)

Picker G, M Greenfields, and D Smith. 2015. “Colonial Refractions: The ‘Gypsy Camp’ as a Spatio-Racial Political Technology.” City. Vol. 19.5. Pp 741-752.

**Week 8:** Möschel, Mathias. 2007. “Color Blindness or Total Blindness? The Absence of Critical Race Theory in Europe.” *Rutgers Race and the Law Review*; Newark 9 (1): 57–128.

Matache, Margareta. 2016a. “Word, Image and Thought: Creating the Romani Other.” FXB Center for Health & Human Rights | Harvard University. October 5. https://fxb.harvard.edu/word-image-and-thought-creating-the-romani-other/.

**Week 9:** *Minority Representation, Memory and the Limits of Transnational Governmentality* by Huub van Baar (book chapters)

Themelis S. 2016. “The Time of the Roma in Times of Crisis: Where has European Neoliberal Captalism Failed?” Ethnicities. Vol. 16.3. Pp 432-451.

1. **Engaged and Emancipatory Approaches in Romani Studies**

**Week 10:** Burawoy, Michael. 2005. “For Public Sociology.” American Sociological Review 70 (1): 4–28. doi:10.1177/000312240507000102.

*Gypsies and Travellers: Empowerment and Inclusion in British Society* edited by Joanna Richardson, Andrew Richard Ryder

**Week 11: Students presentations**

**Week 12: Students presentations**