

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Short-term 2013**

**Discipline:**

**ANTH 3590:** Anthropology of Europe: European Social Sustainability: Low Fertility and Immigration

**Upper Division**

**Faculty Name: Carrie B. Douglass**

**Pre-requisites:** none

### **COURSE DESCRIPTION**

Adhering to the voyage theme of sustainability, this course is an ethnographic look at (mainly) two overarching and interconnected themes of social sustainability currently affecting most European countries: low fertility and immigration issues. Low fertility (or low birthrates), below replacement level, means that European populations are shrinking or are on the verge of shrinking (“imploding” in some narratives). Many issues enter into an explanation of this 30-40 year phenomenon: changing roles of women, youth culture, strains on current pension and health care systems, the construction of post-material, post-industrial “Selves” fears of national decline, population aging, pronatalist state responses, migration and immigration. Immigration is the second theme the course will investigate. The United Nations has proposed Replacement Migration as a solution to declining and aging populations. Since most European nations do not have a tradition of accepting immigrants from other racial, linguistic, religious, or cultural groups, such immigrants often raise “deep-seated fears of losing national or ethnic identity and/or control.” Recently, tension with, and political violence against, immigrant groups characterize several European societies and anti-immigration discourse is often blatantly racist. Furthermore, several European Union member states are slowly working on ending even the right to asylum. Whatever the “solutions” to these two issues, any future description of “Europe” will differ from that of thirty years ago.

### **COURSE OBJECTIVES**

1. The student will read about, discuss, and consider anthropologically how low fertility and immigration in Europe are inter-related issues.
2. The student will be able to discuss many other topics that surround these two important issues for Europe today.
3. The student will compare and contrast the European to the American situation for these topics.
4. The student will research in depth the demographics of one European country (of his or her choice).
5. The student will consider what the definition of “European” is and how sustainable it is.

## **REQUIRED TEXTBOOKS**

AUTHOR: Ed. - Carrie B. Douglass

TITLE: *Barren States: the Population "Implosion" in Europe*

PUBLISHER: Berg

ISBN #: -10 1 84520 049 7

DATE/EDITION: 2005

COST: \$29.94

AUTHOR: Katherine S. Newman

TITLE: *The Accordion Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition*

PUBLISHER: Beacon Press

ISBN #: 978-0-8070-0743-3 (hardback; hopefully in paper by 2013)

DATE/EDITION 2012

COST: \$17.13 (there is a Kindle Edition)

AUTHOR: Unni Wikan

TITLE: *In Honor of Fadime: Murder and Shame*

PUBLISHER: U of Chicago Press

ISBN #:-1-:0-226-89686-2

DATE/EDITION: 2008 (there is a Kindle Edition)

COST: \$17.01

AUTHOR: [Hans Lucht](#)

TITLE: *Darkness Before Daybreak: African Migrants Living on the Margins in Southern Italy Today*

PUBLISHER: U California Press

ISBN #: 978-0-520-27073-2

DATE/EDITION: 2012

COST \$24.95 (there is a Kindle Edition)

## **TOPICAL OUTLINE OF COURSE**

**Anthropology of Europe: European Social Sustainability: Low Fertility and Immigration**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
May 28	Course Introduction: “European” Sustainability Population Explosions/Population Implosion Chapter assignments for Discussion Leaders given:	<i>Barren States</i> : Ch. 1
May 29	European Convergences and Divergences Youth Culture, Creating a Self, and Parenthood Choose country for Field Project	<i>Barren States</i> Ch. 2, 3, 4, 5
June 1	Southern Europe: “Selfish” women?	<i>Barren States</i> Ch. 7,8,9
June 4	Refugees and Immigrants	<i>Barren States</i> Ch. 6, 10, 11, 12
June 7	Emerging Adulthood or Delayed Adulthood: Jobs	<i>Accordion Family</i> Ch. 1-4
June 10	Different cultural Interpretations and “the Immigrant Menace”	<i>Accordion Family</i> Ch. 5-7
June 13	European Immigration/Culture Clashes Honor and Shame	<i>In Honor of Fadime</i> , Part I-III
June 14	Stereotypes or reality? Veiling, oppression, terrorism and crimes of passion? Fadime’s Case	<i>In Honor of Fadime</i> , Part IV-VII
June 17	Ageing Alone vs. Teenage Pregnancy <b>Presentations</b>	<i>Darkness Before Daybreak</i> , Ch. 1-4 “Teenage Pregnancy and the Moral Geography of Teeside, UK” (Andrew Russell, pg. 221-234) “Demographic Changes in Europe: Implications for Future Family Support for Older People” (Maria Evandrou and Jane Falkingham, pg. 175-197)
June 20	Is Europe Disappearing? What makes a person “European”? <b>Presentations</b>	<i>Darkness Before Daybreak</i> , Ch. 5-7

June 21	Final Exams & Turn in Field Projects	
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## FIELD WORK

### *FIELD LAB*

One of the authors included in Barren States, Malin Noem Ravn, is from Norway. I plan to contact her and set up a meeting with groups of women and/or young people in Oslo for a question-answer session with my class. Students will write a reaction paper after this Field Lab.

### *FIELD ASSIGNMENTS: Two*

1. By the second day of class, each student will choose one European country to investigate demographically (approved by the teacher). S/he will use internet sources to discover the fertility rate, life expectancy, etc. and the amount of immigration the country experiences (and major source/country of immigration). S/he will then compare those statistics with those of the United States. This will be presented in class at the end of the voyage and submitted in written form on the last day of classes; 5-7 pages max. 10% of grade.
2. Through a written journal or photo journal (or combination of both), students will describe scenes or experiences in each port of call that illustrate what we have been discussing and reading in class: ageing populations, new gender relations, youth culture, low fertility, late parenting, delayed adulthood, immigrant presence and/or tensions; 5-7 pages max.. 10% of grade.

## METHODS OF EVALUATION / GRADING RUBRIC

<b>Class Attendance and Participation</b> (must attend class every day and must speak or contribute at least once every day to discussion):	<b>20%</b>
<b>Leading Chapter Discussions:</b>	<b>20%</b>
<b>Field Lab Attendance and write-up</b> (reaction paper to session with Malin Noem Ravn in Oslo)	<b>20%</b>
<b>Field Assignments</b> (10% each = 20%):	<b>20%</b>
<b>Final Written Exam:</b>	<b><u>20%</u></b>
	<b>100%</b>

## **ELECTRONIC COURSE MATERIALS**

AUTHOR: Carrie B. Douglass

ARTICLE/CHAPTER TITLE: "From Duty to Desire: Emerging Adulthood and its Consequences in Europe"

JOURNAL/BOOK TITLE: Journal of Child Development Perspectives, Society for Research in Child Development (SRCD)

VOLUME: Vol. 1, No. 2

DATE: 2007

PAGES: pp: 101-108

AUTHOR: Andrew Russell

ARTICLE/CHAPTER TITLE: Ch. 11, "Teenage Pregnancy and the Moral Geography of Teeside, UK"

JOURNAL/BOOK TITLE: *Managing Reproductive Life*, by Soraya Yremayne

VOLUME: Berghahn books

DATE: 2001

PAGES: pg. 221-234

AUTHOR: Maria Evandrou and Jane Falkingham

ARTICLE/CHAPTER TITLE: Ch. 6, "Demographic Changes in Europe: Implications for Future Family Support for Older People"

JOURNAL/BOOK TITLE: *Ageing without Children*

VOLUME:

DATE: 2004

PAGES: pg. 175-197

AUTHOR: Philip Kreager

ARTICLE/CHAPTER TITLE: Ch. 1 "Where are the children?"

JOURNAL/BOOK TITLE: VOLUME: *Ageing without Children*

DATE: 2004

PAGES 1-48

## **ADDITIONAL RESOURCES**

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of

what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”

The Population Implosion. Be careful what you wish for. After decades of struggling to contain the global population explosion that emerged from the healthcare revolution of the 20th century, the world confronts an unfamiliar crisis: rapidly decreasing birthrates and declining life spans that might set back the progress of human development. Secular fertility decline originated in Europe, and virtually every population in the world that can be described as of European origin today reports fertility rates below the replacement level. But these countries and territories today currently account for only about a billion of the over 2.5 billion people living in subreplacement regions. Excluding the United States, total deaths already exceed total births by almost half a million a year.) The fertility rate has dramatically declined across Europe in recent years. Globally, over sixty-four countries have fallen below generation replacement levels and countries in eastern and southern Europe are registering the lowest birth rates in the history of humanity. Demographers emphasize that these developments could have serious repercussions for society and public policy - from a projected drastic loss of national population numbers to labor shortages and a swelling population of over-65s. Typically, analysts have approached the issue of low fertility quantitatively and from state level