

## CRITICAL APPROACHES TO ROMANI STUDIES

*Semester:* Winter 2022/2023

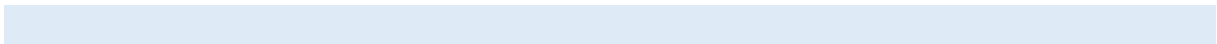
*Instructors:*  
Dr. Angéla Kóczé (koczea@ceu.edu)  
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*Office hours:*  
By appointment

*Time:*  
Tuesdays and Thursdays 17.40-19.20

*Place:*  
Vienna campus, room QS D105 on Tuesdays, room QS D106 on Thursdays

*Credits:*  
4



## Course description

The 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 examine the academic, cultural, and political impact of various Roma related studies. We will analyse 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 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. The aim of this course is to introduce students to various forms of social exclusion Roma face in the 21<sup>st</sup> century, and the dilemmas policy-makers, NGOs and activists encounter when promoting the inclusion of Roma.

As the language of instruction is English, students who wish to enrol in this Seminar must have a solid command of English language. All the readings and assignments are in English.

The course is composed of one weekly seminar and individual consultations.

Students with disability that may require an accommodation for taking this course, please consult with the instructors in advance.

## Learning outcomes

By the end of the course, student should be able to:

- understand key concepts and approaches in Romani studies
- form theoretically and historically grounded understanding of the main ways in which anti-Romani racism operate
- critically reflect upon academic and policy papers on Romani people
- present coherent arguments in both oral and written forms in English

## Assessment

Each student is assessed through a combination of the following:

1. **Active participation:** 15% of the final grade. Students are required to participate in all seminar, read all mandatory texts prior to the classes, and actively contribute to class discussions. Students shall inform the tutor in advance if they cannot come to a Seminar. Please arrive to every class on time.
2. **Class presentations:** 30 % of the final grade. Each student presents two texts by summarizing the main arguments of the author and raising 2-3 questions for class discussion. Each presenter may prepare a handout and/or PowerPoint/Prezi presentation. Students sign up for texts in Moodle.

3. **Research proposal:** 15% of the final grade. As a preparation for the final research paper, students are required to submit a midterm research proposal. The topic of the proposal should relate to the class and be approved by the instructors. The proposal should include a brief description of the topic, research questions, overview of methodology, and a preliminary literature review. It should be 600-900-words long. Deadline: 26 February
4. **Research paper:** 40% of the final grade. Students write a research paper of up to 2000 words length on a topic related to the course that is approved by the instructor. The paper should follow the genre of academic essay with appropriate references and a bibliography. The paper shall refer to at least two articles, arguments, debates covered in the course – in addition to the literature relevant for the selected topic. Please include the word count on the title page. All written contributions should be produced exclusively by the student; any text reproduction which is not clearly identified and attributed will have to be considered as plagiarism. Deadline: 28 April. Please note that late papers submitted after the deadline will be marked down by half a letter grade per day.

## Detailed outline

### Seminar 1: Introduction (10 January)

## PART I: Orientalism, Gypsyism

### Seminar 2 (12 January)

Said, Edward W: “Imaginative Geography and Its Representations: Orientalizing the Oriental” in: *Orientalism*, New York: Vintage Books, 1979, 49-72.

### Seminar 3 (17 January)

Lee, Ken. “Orientalism and Gypsyism” *Social Analysis: The International Journal of Social and Cultural Practice*, vol. 44, no. 2, 2000, pp. 129–156.

*Optional:*

Marushiakova-Popova , Elena & Popov , Vesselin “Orientalism in Romani studies : the case of Eastern Europe” in H Kyuchukov & W New (eds) , *Languages of Resistance : Ian Hancock’s Contribution to Romani Studies* . Lincom Europa, 2017. pp. 1-48.

### Seminar 4 (19 January)

Mayall, David: *Gypsy Identities 1500-2000: From Egipcians and Moon-men to the Ethnic Romany*, London: Routledge, 2004., pp 24-56 (optional); 125-175 (required); 176- 214 (optional).

### Seminar 5 (24 January)

Acton, Thomas A. „Scientific racism, popular racism and the discourse of the Gypsy Lore Society”, *Ethnic and Racial Studies*, 39:7, 2016, pp. 1187-1204.

Selling, Jan “Assessing the Historical Irresponsibility of the Gypsy Lore Society in Light of Romani Subaltern Challenges”, *Critical Romani Studies*, 1(1), 2018. pp. 44-61.

### **Seminar 6 (26 January)**

Spivak, Gayatri Chakravorty: “Can the Subaltern Speak?” in : Williams, R. J. Patrick, and Laura Chrisman (eds.) *Colonial Discourse and Post-Colonial Theory : A Reader*. New York : Columbia University Press, 1994.

### **Seminar 7 (31 January)**

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

Trehan, Nidhi, and Angéla Kóczé. "Racism, (neo-)colonialism and Social Justice: The Struggle for the Soul of the Romani Movement in Post-socialist Europe." In *Racism Postcolonialism Europe*, edited by Huggan Graham and Law Ian, 50-74. Liverpool University Press, 2009, pp 50-74.

## **PART II: Gendered Perspectives in Romani Studies**

### **Seminar 8 (2 February)**

Aihwa Ong “Colonialism and Modernity: Feminist Re-presentations of Women in Non-Western. Societies”. *Inscriptions*, 3-4, 1988.

### **Seminar 9 (7 February)**

Oprea, Alexandra. "Romani Feminism in Reactionary Times." *Signs* 38, no. 1, 2012, pp 11-21.

Brooks, Ethel C. "The Possibilities of Romani Feminism." *Signs* 38, no. 1, 2012, pp 1-11.

### **Seminar 10 (9 February)**

Crenshaw, Kimberle “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43, no. 6 (1991): 1241-1299.

### **Seminar 11 (14 February)**

Izsák, Rita. “The European Romani Women’s Movement: The Struggle for Human Rights.” *Development* 52 (2) 2009, pp. 200–207.

### **Seminar 12 (16 February)**

Schultz, Debra L. "Translating Intersectionality Theory into Practice: A Tale of Romani-Gadze Feminist Alliance." *Signs*, 38 (1), 2012, pp 37–43.

### **Seminar 13 (21 February)**

Vincze, Enikő. "The Racialization of Roma in the 'new' Europe and the Political Potential of Romani Women" *European Journal of Women's Studies* 21 (4), 2014, pp. 435–42.

## **PART III: Racialization and Colorblindness**

### **Seminar 14 (23 February)**

West, Cornel. "A Genealogy of Modern Racism." in: *Race Critical Theories* edited by Philomena Essed and David Theo Goldberg: Malden: Wiley-Blackwell, 2001, pp 90-112.

### **Seminar 15 (28 February)**

Matache, Margareta: Word, Image and Thought: Creating the Romani Other / The Legacy of Gypsy Studies in Modern Romani Scholarship / Dear Gadjo (non-Romani) Scholars... *The Huffington Post*, 2016-2017.

### **Seminar 16 (2 March)**

Hall, Stuart "Race, articulation and societies structured in dominance", in Essed, P. and Goldberg, D.T. (eds). *Race Critical Theories*, Malden (MA) and Oxford: Blackwell, 2002, pp 38-68.

### **Seminar 17 (7 March)**

Picker, Giovanni. "Introduction" and "Chapter 4. Containment" in: *Racial Cities: Governance and the Segregation of Romani People in Urban Europe*. Routledge Advances in Sociology. London ; New York, : Routledge, 2017.

### **Seminar 18 (9 March)**

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

### **Seminar 19 (14 March)**

Sayyid, S. "Post-Racial Paradoxes: Rethinking European Racism and Anti-Racism." *Patterns of Prejudice* 51 (1), 2017, pp. 9–25.

### **Seminar 20 (16 March)**

Themelis, Spyros "The Time of the Roma in Times of Crisis: Where has European Neoliberal Capitalism Failed?" *Ethnicities*. 16(3), 2016, pp. 432-451.

## **PART IV: Decolonization, Emancipation, Justice**

### **Seminar 21 (21 March)**

Freire, Paulo, *Pedagogy of the Oppressed*. New York: Continuum, [1970] 2000, pp. 43-71.

### **Seminar 22 (23 March)**

Ryder, Andrew “Critical Pedagogy” in: *Sites of Resistance. Gypsies, Roma and Travellers in School, Community and the Academy*. London: UCL IOE Press, 2017.

### **Seminar 23 (28 March)**

Tuhiwai Smith, Linda. “Introduction”. In *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books, 1999. 1-18.

### **Seminar 24 (30 March)**

Conclusion