

Class Policy and Grading

This is a Substantial Writing Course, which means that your final grade will be based on research papers as well as on in-class written tests.

There will be three of those tests, spread across the semester, each one on a Thursday.

Calendar

	<i>Jan</i>	<i>February</i>				<i>March</i>				<i>April</i>				<i>May</i>		
<i>Week</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>
<i>Tuesday</i>		26	2	9	16	23	2	9	16	23	30	6	13	20	27	4
<i>Thursday</i>	21	28	4	11	18	25	4	11	18	25	1	8	15	22	29	6
		First Test			Second Test			Mid-term Break			Third Test					

Each test will consist of ten questions, any five of which you can choose to answer. Each question is worth 20 points, each test 100 points. The average score from these three tests will count for 50% of your final grade. You can lose up to five penalty points from your final score or gain up to five bonus points, for exceptional behavior/participation either way. You will be penalized for late submission of the two papers, which are due on May 10th.

Writing Assignments

You will submit **TWO** written papers: one researched and one a book or film review. Both papers must add up to 30 pages, *exclusive* of endnotes and bibliography. Begin thinking about this *now*; you will need to sign a sheet and list your topics *before* March 11th, even if you have not begun writing them. There is a 5-point-penalty for not doing so. A list of suggested topics is in this book on page three, but you are not bound by them. Consult with me about what you want to do, so I can tell you whether the topics have already been taken (a good reason to start early). The research paper will be worth 30% of your grade and the review 20%. (96-100 = A+, 90-95 = A-, 86-90 = B+, 80-85 = B-, &c.).

Syllabus

- January 21** What to expect: Overview of the class and your participation
- Week 2** *Tues.* What are "Gypsies"? Where did this image come from?
Thurs. What are *Romanies*? Where did they come from?
- Week 3** Romani exodus from the original homeland (the *Teljaripe*): Early hypotheses
Romani exodus from the original homeland (the *Teljaripe*): Current knowledge
- Week 4** Romani language: Origins
February 11th, **First test**
- Week 5** Romani language: sounds and orthography
Romani entry into the West (the *Aresipe*); reception in the West
- Week 6** Romani culture: Retention and accretion
Romani grammar
- Week 7** Slavery (*Rrobija*)
Romani grammar
- Week 8** Migrations (the *Buxljaripe*) and deportations (the *Tradimata*)
March 11th, **Second test**
- Week 9** Spring break, no classes
- Week 10** The Holocaust (the *Baro Porrajmos*)
Romani grammar: text analysis
Romani political and social organization
- Week 11** Romani dialects
Language standardization
- Week 12** Identity and language maintenance; culture conflict
April 8th, **Third test**
- Week 13** The Decade of Roma Inclusion; The future
Course overview
- Weeks 14-16** Your oral presentations; 10 minutes each

Do's and Don'ts

DO

- Bring a a tape recorder to class if you like. But ***NO LAPTOPS***
- Ask lots of questions.
- Make use of the resources (see below).
- Make use of Office Hours.
- Make use of e-mail.
- Create small study groups and meet off campus.
- Keep a 3x5 card file of facts and/or Romani words you learn.
- Switch off your cell phone during class.
- Get your topics to me before March 11th; failure to do so will count against you.

DON'T

- Forget to bring your workbook **every day**
- Come late to class.
- Talk when someone else has the floor.
- Read non-related material after the bell has rung.
- Do homework for another class during this class.
- Ask “what will be on the test?”
- Ask “Do we have to know that for the next test?” – *ANYTHING* you learn in any of our classes could potentially turn up on a test.
- Miss class without a legitimate excuse. Unexcused absences will cost you two points each off your total grade. An attendance sheet will be circulated each day. You won’t be able to sign it if you arrive too late, and you’ll be counted absent.
- Get up and leave in the middle of class to use the bathroom (or use your cell phone). Do this before class begins. If you have a medical excuse for needing to visit the bathroom, provide me with a doctor’s note. Students with disabilities may request appropriate academic accommodations from the Services for Students with Disabilities, 471-6259. Discuss this with me first.

Cheating

I know this doesn’t apply to *this* class, but students have been caught bringing answers into class on test days written on their arms, on Coke cans, in their cell phones and inside their baseball caps. In each case, the student was immediately expelled from the course with an F.

Resources

Our university is particularly rich in Romani-related resources. In addition to *The Romani Archives and Documentation Center* in Calhoun Hall 420, both the PCL and the UGL have very comprehensive holdings, and the HRC library also contains the rare Rupert Croft-Cooke collection. If you are searching on line, remember to check the various spellings: Gypsy, Gipsy, Gypsies, Gipsies, Romani, Romany and Romanies. There are very many websites you can visit; some are listed at the back of the textbook you will need for this course, *We Are the Romani People* (available at the University Co-op in early February); some more titles are:

Bancroft, Angus, 2005. *Roma and Gypsy-Travellers in Europe: Modernity, Race, Space and Exclusion*. Aldershot & Burlington: Ashgate Publishing.
Coxhead, John, 2007. *The Last Bastion of Racism: Gypsies, Travellers and Policing*. Stoke-on-Trent: Trentham Books, Ltd.

- Dregni**, Michael, 2006. *Django Reinhardt and the Illustrated History of Gypsy Jazz*. Denver: Speck Press.
- Fings**, Karola, Herbert **Heuss** & Frank **Sparing**, 1997. *From 'Race Science' to the Camps*. Hatfield: University of Hertfordshire Press.
- Glajar**, Valentina, ed., 2007. *Gypsies in Literature and Culture*. Basingstoke: Palgrave-Macmillan.
- Karanth**, Dileep, ed., 2010. *Danger! Educated Gypsy: Selected Essays by Ian Hancock*. Hatfield: The University of Hertfordshire Press.
- Klimová-Alexander**, Iлона, 2005. *The Romani Voice in World Politics*. Aldershot & Burlington: Ashgate Publishing.
- Lee**, Ronald, 2005. *Learn Romani – Das duma Rromanes*. Hatfield: Hertfordshire University Press.
- Nord**, Deborah, 2006. *Gypsies and the British Imagination 1807-1930*. New York: Columbia University Press.
- O'Nions**, Helen, 2007. *Minority Rights Protection in International Law: The Roma of Europe*. Aldershot & Burlington: Ashgate Publishing.
- Thelen**, Peter, 2005. *Roma in Europe: From Social Exclusion to Active Participation*. Skopje: Friedrich Ebert Stiftung.
- Trehan**, Nidhi, Nando **Sigona** & Jud **Nirenberg**, 2010. *Romani Politics in Contemporary Europe: Poverty, Ethnic Mobilization, and the Neo-liberal Order*. Basingstoke: Palgrave-Macmillan.
- Vermeersch**, Peter, 2006. *The Romani Movement: Minority Politics and Ethnic Mobilization in Contemporary Central Europe*. New York & Oxford: Berghahn Books.

The grade you earn for the course will be carefully determined based on the criteria set out in this policy statement. It will be *final* and not subject to change; please don't try to make a case for a revised grade. A grade can only be changed in the event of an error in the addition. Keep in mind that according to the Registrar's official publication concerning grades, a C is "average," a B is "above average" and an A is "excellent." Faculty is also continuously cautioned against grade inflation.

Remember that this is a substantial writing course.