

**UCEAP GLOBAL CITIES URBAN REALITIES PROGRAM  
PARIS, FRANCE**

**(UN)VEILING THE REPUBLIC: FRANCE IN THE MUSLIM WORLD & THE MUSLIM WORLD IN FRANCE  
POLITICAL SCIENCE 174**

**SPRING 2019 – Paris as 1<sup>st</sup> City**

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**1. COURSE INFORMATION**

**Class Times:** Tu/Th 10am-1pm (unless otherwise indicated on course schedule; see M, W, F sessions)

**Class Location:** ACCENT Study Center

**Language of Instruction:** English

**UC Quarter/Semester Credits:** 4.5/3

**UCEAP Course Subject(s):** Political Science, History, Sociology

**Course Duration (weeks):** 5 weeks

**2. FACULTY INFORMATION**

**Faculty:** Mariam Habibi, Ph.D.

**Faculty Contact Information:** mariam.habibi@ags.edu

**Office:** UCEAP Paris Study Center

**Office Hours:** by appointment

**3. COURSE DESCRIPTION**

While Charles Martel is said to have heroically “saved” France from invading Muslims in 732, today, France has the highest percentage of Muslims in Europe. This interdisciplinary course draws from the fields of history, political science, sociology, and international studies to examine the fraught relations between France and the Muslim world over the centuries. The class will be broken up into two sections. In the first section, it will look at France’s historical presence in the Arab world and the consequent Muslim presence in France. In the second section, it will focus on French society today and evaluate the socio-political integration process of French Muslims. Topics covered include colonization and decolonization, Islamic heritage and its clash with the French secularizing mission, and political policies on Muslims in France such as the heated issue over the veil. Students will investigate these topics from a variety of sources, ranging from historical documents and cultural criticism to journalistic and cinematic expressions.

**4. COURSE MATERIALS**

Course Reader (hereafter **[CR]**)

**5. COURSE LEARNING OUTCOMES**

- Gain and understanding and become familiar with the methodology and analysis of ‘othering’ in global societies.
- Become familiar with recent analyses written around the subject of Islam in France
- Demonstrate an understanding of France’s historical presence in the Arab world
- Evaluate some of the policies that the French government has adopted and consider the way they have affected the French Muslim community.
- Articulate the various political opinions in relation to Islam in France within French society
- Contextualize and compare where necessary the various concerns that affect French society today
- Discard some of the clichés that often exemplify France for the outsider

**6. PREREQUISITES**

There are no prerequisites for this course, but some knowledge of late 19<sup>th</sup> and 20<sup>th</sup>-century French history is recommended.

**7. METHODS OF INSTRUCTION**

Instruction will consist of lectures on history, theoretical concepts, and methodology; visits to places like Paris's immigration museum, the Paris mosque and pertinent neighborhoods; group presentations; and class discussions on course topics.

## **8. COURSE REQUIREMENTS**

### **Lectures & Site Visits**

Class meetings will last 3.0 hours per session. Class time will be divided between lectures, student presentations, and group discussions in which active student participation is required. Students are expected to read and view the material assigned for each class and be prepared to discuss the material.

In addition, students will meet for periodic site visits:

- Week 1: Paris Mosque tea room
- Week 2: Assigned Visit: Pont Saint Michel
- Week 4: The Paris Mosque
- Week 4: The cite de l'immigration

### **Written Assessment – Weekly Quizzes**

Quizzes aim at evaluating the students' understanding of the lectures, readings, viewings, visits, and class discussions as well as the students' development of their critical thinking skills. All quiz questions will require that students respond with a short paragraph by using relevant references to appropriate course lectures/materials.

### **Written Assessment - Argumentative Essay**

Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit one 6-8 page paper, relating this analysis to their assigned book and film.

Essays will be 6-8 pages long and will include a title, introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on the date specified on the course schedule. No late submissions will be accepted.

### **Group Presentation**

The group presentation aims at evaluating students' ability to collaborate and construct an effective oral presentation using visual supports (e.g., powerpoint) on a book and a film chosen by them from the list provided by the instructor. It requires that students demonstrate their knowledge of course material by applying the course concepts to an assigned cultural product/representation (e.g., book, film, etc.).

### **Final Exam**

The final exam aims at evaluating the students' understanding of the readings and class discussions as well as the students' development of their critical thinking skills. The final exam will be comprehensive and will cover all course contents. The final exam will consist of short answer and short essay-type questions, which will require students to demonstrate their knowledge of specific terms, concepts, and historical landmarks, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents.

### **Class Participation and Attendance**

Attendance and active participation are required. Students are expected to do the readings and/or viewings assigned for each class meeting beforehand, and to participate actively in class discussions by using the key topics for discussion as listed in the Course Reader.

## **9. ASSESSMENT AND GRADING CRITERIA**

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

- Class Participation 15%
- Quizzes (4) 20%
- Group Presentation 15%
- Paper 20%
- Final Exam 30%

The numerical average will correspond to the following degrees of competence:

- 90 – 100 *Outstanding degree of competence*
- 80 – 89 *Good degree of competence*
- 70 – 79 *Adequate degree of competence*

- 60 – 69 *Basic degree of competence*  
0 – 59 *Failure to demonstrate a basic degree of competence*

## 10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Plan to arrive on time to all course meetings. You will be marked absent if you are not present at the start of class. You will also be marked absent if you skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades. You will be required to meet with the Academic Director if it is determined that your lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: due to the intensive nature of the program, no late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

## 11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Spring Program in Paris, you are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at [http://eap.ucop.edu/Documents/Policies/student\\_conduct\\_discipline.pdf](http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf).

## 12. ACADEMIC INTEGRITY

Students should remember that they are subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

All academic work—research papers, exams, and/or other assignments—must be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at [http://eap.ucop.edu/Documents/Policies/academic\\_conduct.pdf](http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf).

## 13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirements should present appropriate verification from the campus Student Disability Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be granted prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>

**14. COURSE SCHEDULE**

Date	Contents & Readings	Coursework & Site Visits
<p><i>WEEK 1</i></p> <p>Thurs 28 March</p>	<p><i>TOPIC:</i> <i>Islam and the rest of the World: How Islam travelled West. The West's perception of Islam: a question of methodology</i></p> <hr/> <p><i>READINGS:</i> Edward Said, <i>Orientalism</i>, chapter one 'Knowing the Oriental'</p> <p>Richard Bulliet, 'a case of selective memory' <i>International Herald Tribune</i> July 11, 2007</p>	
<p><i>WEEK 2</i></p> <p>Tues 2 April</p>	<p><i>TOPIC:</i> <i>France and her North African Empire: The Conquest of Algeria</i></p> <hr/> <p><i>READINGS:</i> Jules Ferry, 'On French Colonial Expansion', Speech before the French Chamber of deputies, March 28<sup>th</sup>, 1884.</p> <p>Library of Congress Country Studies: Algeria from 'France in Algeria' to 'Polarization and Politicization'</p>	<p>QUIZ 1</p>
<p><i>WEEK 2</i></p> <p>Thurs 4 April</p>	<p><i>TOPIC:</i> <i>The Algerian War: the effects on the metropole</i></p> <hr/> <p><i>READINGS:</i> Jean-Benoît Nadeau &amp; Julie Barlow, <i>What makes the French so French: Sixty Million Frenchmen can't be wrong</i>, chapter 8 'Algeria: the unacknowledged war' pp. 101-114</p> <p>The Manifesto of the 121</p> <p>H. Jones, K. Ostberg and N. Randerad (eds.), <i>History on Trial: The Public Use of Contemporary History in Europe since 1989</i>, 'The State, the Historians and the Algerian War in French Memory, 1991-2004'</p>	<p>GROUP 1 ORAL PRESENTATION</p> <p>Assigned visit: in your own time (before the next session) visit the Saint Michel Bridge (metro Saint Michel or Cité line 4) and look for the memorial plaque commemorating the 17 October 1961 massacre.</p>
<p><i>WEEK 3</i></p> <p>Tues 9 April</p>	<p><i>TOPIC:</i> <i>Laïcité and Islam: The History of Laïcité in France</i></p> <hr/> <p><i>READINGS:</i> John Bowen, <i>Why the French don't like Headscarves</i>, 'Remembering Laïcité' pp. 11-33</p> <p>Olivier Roy, <i>Secularism confront Islam</i>, introduction and chapter 1</p>	<p>Start the class with a discussion on your out of class visit</p> <p>QUIZ 2</p> <p>GROUP 2 ORAL PRESENTATION</p>

<p>WEEK 3 Thurs 11 April</p>	<p>TOPIC: <i>Immigration and the French Muslims</i></p> <hr/> <p>READINGS:  Jonathan Laurence &amp; Justin Vaisse, <i>Integrating Islam : Political and Religious Challenges in Contemporary France</i>, chapter 1</p> <p>Alec G. Hargreaves, Third-Generation Algerians in France: Between Genealogy and History</p>	<p>GROUP 3 ORAL PRESENTATION</p>
<p>WEEK 3 Fri 12 April</p>	<p>TOPIC: <i>Islam and the question of Women</i></p> <hr/> <p>READINGS: John Bowen, <i>Why the French don't like Headscarves</i>, 'Scarves and Schools', pp. 65-97</p> <p>Susan Moller Okin, 'Is Multiculturalism bad for women?' (1999)</p> <p>Iman Hashim, 'Reconciling Islam and feminism' <i>Gender and Development</i>, Vol 7, no 1, March 1999</p> <p>Joan Wallach Scott, <i>The politics of the Veil</i>, chapter 5, 'sexuality'</p>	<p>QUIZ 3</p>
<p>WEEK 4 Mon 15 April 9am -12pm</p>	<p>TOPIC: <i>Mosques in France</i></p> <hr/> <p>READINGS: John Bowen, <i>Can Islam be French?</i> 'Mosques facing outward' pp. 37-62</p>	<p>GROUP 4 ORAL PRESENTATION</p>
<p>WEEK 4 Tues 16 April</p>	<p>TOPIC: <i>The Paris Mosque</i></p>	<p>Site Visit #2 The Paris Mosque <b>Consider the following questions:</b> Why are there so few visible mosques in Paris? What are the obstacles for building more mosques? Does France <i>need</i> more mosques? If so, why? If not, why not?</p>
<p>WEEK 4 Thurs 18 April</p>	<p>TOPIC: <i>The politics of immigration in France</i></p> <hr/> <p>READINGS: Nathalie Heraud, 'The Cité nationale de l'histoire de l'immigration: site of transmission and public education' UNESCO, 2007</p>	<p>Site Visit #3 The cité de l'immigration <b>Consider the following questions:</b> Is France multi-cultural? Choice of the site for the cité de l'immigration Choice of displays</p>

	<p>Nancy Green, 'A French Ellis Island? Museums, Memory and History in France and the United States' <i>History Workshop Journal</i>, Spring 2007.</p> <p>Jeffrey Jackson, 'The Musée du Quai Branly and the Cité nationale de l'Histoire de l'Immigration'</p>	<p>How successful was the message? What is the message? How useful is it as a pedagogical tool? Comparing the US with France</p>
<p>WEEK 5 Tues 23 April</p>	<p><b>TOPIC:</b> Anxieties: the question of the banlieues</p> <p><b>READINGS:</b> Jennifer Fredette, <i>Constructing Muslims in France</i>, Chapter 6 'Housing: the Banlieues as a geographic and socially constructed place'</p>	<p>Paper Due</p>
<p>WEEK 5 Wed 24 April 9am-12pm</p>	<p><b>TOPIC:</b> Growing anxieties in relation to Islam</p> <p><b>READINGS:</b> Jocelyne Cesari 'Securitization of Islam in Europe', April 2009</p> <p>Olivier Roy, 'Who are the Jihadists?' <i>The Guardian</i>, 13 April 2017</p> <p><b>Guest Speaker:</b> <b>Elsa Ray, Collectif Contre l'Islamophobie en France</b></p>	<p>QUIZ 4</p>
<p>WEEK 5 Thurs 25 April</p>	<p>Review for Final Exam</p> <p><b>FINAL EXAM</b></p>	