

**UCEAP FRANCE PROGRAM
PARIS, FRANCE**

**DOCUMENTING THE PERIPHERY: SOCIAL JUSTICE IN THE “OTHER” PART OF PARIS
URBAN STUDIES 154**

WINTER 2020

1. COURSE INFORMATION

Class Times: TBA
Class Location: ACCENT Study Center
Language of Instruction: English
UC Quarter/Semester Credits: 5/3.33
UCEAP Course Subject Area(s): Urban Studies, Sociology, Comparative Literature, French
Course Duration (weeks): 10 weeks

2. FACULTY INFORMATION

Faculty: Carole Viers-Andronico, Ph.D.
Faculty Contact Information: carole.viers@ucparis.fr
Office: UC Paris Study Center
Office Hours: by appointment

3. COURSE DESCRIPTION

This interdisciplinary course will examine the socioeconomic and political disenfranchisement experienced by residents of the "other France"—a France comprised of working-class citizens often of immigrant origin and from France's former colonies. It will introduce students to urban sociology by requiring that they focus on the particular problems experienced by social actors who live in economically and socially disfavored parts of Paris. Topics covered include urban sociological theories, de-facto segregation, poverty, crime, schooling, public policy, national identity, the negotiation of bi-culturality, and the French secularizing mission. Students will investigate these topics from a variety of sources, ranging from documentary film and photojournalism to literary and cinematic expressions. Via these sources, they will become familiar with a vibrant urban "vernacular" culture that contests issues pertaining to citizenship, racialization and representation.

4. COURSE MATERIALS

Charef, Mehdi. *Tea in the Harem*, Trans. Ed Emery, Serpent's Tail, 1989. Print.
Guène, Faïza. *Just Like Tomorrow*, Trans. Sarah Adams, Random House, 2006. Print.
Hargreaves, Alec. *Multi-Ethnic France*. 2nd ed., Routledge, 2007. Print.
Course Reader (hereafter [CR])

5. COURSE LEARNING OUTCOMES

- Students will become active readers of sociological and literary texts, as well as active viewers of a variety of media representations. Through active reading and viewing, students will develop interpretive and critical thinking skills to analyze primary and secondary source works from multiple perspectives (sociological, historical, political, aesthetic).
- Students will gain an understanding of the complicated nature of class and racial discrimination, urban spaces of disenfranchisement, and the relationship between politics and representation.
- Students will use the Parisian metropole as a local narration to build comparisons to their own experiences and knowledge of similar constructs of otherness in American cities.
- Students will use some of the public spaces (e.g., museums, neighborhoods, monuments and buildings) as visual keys to “read” and understand the identity of a nation and its heterogeneous citizens.

6. PREREQUISITES

There are no prerequisites for this course.

7. METHODS OF INSTRUCTION

Instruction will consist of lectures on history, theoretical concepts, and methodology; guest lectures from specialists/artists; visits to places like Paris's immigration museum, monuments, and pertinent neighborhoods; group presentations; and class discussions on course topics.

8. COURSE REQUIREMENTS

Lectures & Site Visits

Class meetings will last 2.0 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read/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: Palais de la Porte Dorée & CNHI (Immigration Museum)
- Week 4: Châtelet-Les Halles
- Week 9: Café Joyeux

Class Participation

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

Written Assessment – 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 specific language and relevant references to appropriate course lectures/materials.

Written Assessment – Short Essays

Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit two 4-5 page papers, relating this analysis to the assigned course material (books, articles, chapters, films, etc.). Students will receive a list of approved topics.

Essays will be 4-5 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 essays will be submitted in class on the dates specified on the course schedule. No late submissions will be accepted.

Midterm Exam and Final Exam

The midterm and final exams aim at evaluating the students' understanding of the readings, lectures and class discussions as well as the students' development of their critical thinking skills. Both the midterm and final exams will cover the material read and discussed in class up to the date of the exam. The exams will consist of both short answer and essay questions. Students will be required to compose their ideas in essay form and in a manner that addresses the topic as it relates to course content.

9. ASSESSMENT AND GRADING CRITERIA

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

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|-----------------------|-----|
| ➤ Class Participation | 15% |
| ➤ Quizzes | 15% |
| ➤ Two Short Essays | 35% |
| ➤ Midterm Exam | 15% |
| ➤ Final Exam | 20% |

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

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|----------|---|
| 90 – 100 | <i>Outstanding degree of competence</i> |
| 80 – 89 | <i>Good degree of competence</i> |
| 70 – 79 | <i>Adequate degree of competence</i> |

- 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.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they 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. Students will be required to meet with the Academic Director if it is determined that their 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, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: 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 participants on the UCEAP Winter Quarter Program in Paris students 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.

12. ACADEMIC INTEGRITY

Students should remember that they are still 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.

This means that all academic work—research papers, exams, and/or other assignments—will 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.

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 requirement should present appropriate verification from the campus Disability Student 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 made 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
WEEK 0	<p><i>TOPIC:</i> Introduction: The “Other” France in the “Other” Part of Paris: Documenting the Periphery and Representation</p>	
	<p><i>READINGS:</i> Alec Hargreaves, <i>Multi-Ethnic France</i>, Ch. 4: “National identity, nationality and citizenship” pp.140-164</p>	
WEEK 1	<p><i>TOPIC:</i> France and its Others (I)</p>	
	<p><i>READINGS:</i> Tahar Ben Jelloun, “Introduction,” <i>French Hospitality</i> [CR] Alec Hargreaves, “A deviant construction: the French media and the ‘Banlieues’” [CR]</p>	
WEEK 1	<p><i>TOPIC:</i> France and its Others (II)</p>	<p>Site Visit : Palais de la Porte Dorée & CNHI (Immigration Museum)</p>
	<p><i>READINGS:</i> Jeffrey H. Jackson, “Forgetting the Past in France’s Post-Colonial Museums” [CR]</p>	
WEEK 2	<p><i>TOPIC:</i> A Voyage to the “Center” of the Periphery: Maspero’s Journey and the immigrant’s journey</p>	<p>Group Presentations: Group 1: Cédric Klapisch, <i>Paris</i> (film) Group 2: Costa-Gavras, <i>Eden à l’Ouest</i> (film)</p>
	<p><i>READINGS:</i> François Maspero, excerpts from <i>Roissy Express: Journey Through the Paris Suburbs</i> [CR]</p>	
WEEK 2	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth (I)</p>	<p>Quiz #1</p>
	<p><i>READINGS:</i> Mustafa Dikeç, “From ‘Neighborhoods in Danger’ to ‘Dangerous Neighborhoods’: The Repressive Turn in Urban Policy” [CR]</p>	
WEEK 3	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth (II)</p> <p>Guest Speaker: Jean-Manuel Simoes, photo-journalist and artist</p>	

	<p><i>READINGS:</i> Mehdi Charef, <i>Tea in the Harem</i> pp.7-95</p>	
WEEK 3	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth (III)</p> <p><i>READINGS:</i> Mehdi Charef, <i>Tea in the Harem</i> pp.96-157</p>	<p>Quiz #2</p> <p>Group Presentations: Group 3: Mehdi Charef, <i>Tea in the Harem</i> (film)</p>
WEEK 4	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth (IV)</p> <p>Screening: Mathieu Kassovitz, <i>La Haine</i></p>	First short paper due
WEEK 4	<p><i>TOPIC:</i> Connecting & Controlling the Periphery (I)</p> <p><i>READINGS:</i> Ginette Vincendeau, <i>La Haine</i>, Ch. 2: “Narrative, style and ideology in <i>La Haine</i>” [CR]</p>	Site Visit: Châtelet-Les Halles
WEEK 5	<p><i>TOPIC:</i> Connecting & Controlling the Periphery (II) Discussion</p> <p>Review for Midterm</p>	
WEEK 5	MIDTERM EXAM	
WEEK 6	<p><i>TOPIC:</i> The usual suspects?</p> <p><i>READINGS:</i> Didier van Cauwelaert, <i>One-Way</i> (chapters 1-3, pp.7-77) [CR]</p>	<p>Group Presentations:</p> <p>Group 4: Julien Abraham, <i>La Cité Rose</i> (film)</p>
WEEK 6	<p><i>TOPIC:</i> The usual suspects? Diversity and its (dis)contents Screening: Short Documentaries</p> <p><i>READINGS:</i></p>	<p>Group Presentations:</p> <p>Group 5: Céline Sciamma, <i>Girlhood</i> (film)</p>

	<p>Dominic Thomas, "Documenting the Periphery: The Short Films of Faïza Guène" [CR]</p> <p>Alec Hargreaves, <i>Multi-Ethnic France</i>, Ch. 3: "Minority ethnic identification and mobilization" pp.75-139</p>	
WEEK 7	<p><i>TOPIC:</i> Angels in handcuffs and other subaltern "speakers"</p> <p><i>READINGS:</i> Faïza Guène, <i>Just Like Tomorrow</i> pp. 1-179</p> <p>Faïza Guène, "Voice of the People." Interview by Sarah Adams [CR]</p>	<p>Group Presentations:</p> <p>Group 6: Faïza Guène, <i>Bar Balto</i> (novel)</p> <p>Quiz #3</p>
WEEK 7	<p>Faïza Guène, <i>Just Like Tomorrow (Cont.)</i></p> <p><i>TOPIC:</i> Negotiating bi-cultural identities at home and in the public school system (I)</p> <p><i>READINGS:</i> Beth S. Epstein, "The Common Good: Parents, Teachers, and the Public Schools" [CR]</p>	
WEEK 8	<p><i>TOPIC:</i> Negotiating bi-cultural identities at home and in the public school system (II)</p> <p><i>READINGS:</i> Trica D. Keaton, "Counterforces: Educational Inequality and Relative Resistance" [CR]</p> <p>Marina Bain, "Precarious Youths" (unpublished short story) [CR]</p>	<p>Group Presentations:</p> <p>Group 7: Jean-Paul Lilienfeld, <i>La Journée de la jupe</i> (film)</p>
WEEK 8	<p><i>TOPIC:</i> An "other" Paris: where do we go from here? (I)</p> <p>Guest Speaker: Dominique Michelat, Social Worker</p>	Second short paper due
WEEK 9	<p><i>TOPIC:</i> An "other" Paris: where do we go from here? (II)</p> <p>Guest Speaker: Ferdinand Fredonie, Restaurateur (TBC)</p>	

	<p><i>READINGS:</i> Alec Hargreaves, <i>Multi-Ethnic France</i>, "Conclusion" pp.204-210</p> <p>Heidi Ellison, "Dining Well for a Good Cause" [CR] Liz Alderman, "In Poor Margins of Paris, New Recipe for Success" [CR]</p> <p>Mira Kamdar, "The Other Paris, Beyond the Boulevards" [CR]</p>	
WEEK 9	<p><i>TOPIC:</i> An "other" Paris: where do we go from here? (III)</p>	<p>Quiz #4 Site Visit : Café Joyeux</p>
WEEK 10	Conclusions & Review for Final Exam	
WEEK 10	FINAL EXAM	