

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

**DOCUMENTING THE PERIPHERY: IDENTITY AND CITIZENSHIP IN THE “OTHER” PART OF PARIS  
URBAN STUDIES 177**

**SPRING 2018 – Paris as 2<sup>nd</sup> City**

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**1. COURSE INFORMATION**

**Class Times:** Tu/Th 10am-1pm (unless otherwise indicated on course schedule; see M, F sessions)  
**Class Location:** ACCENT Study Center  
**Language of Instruction:** English  
**UC Quarter/Semester Credits:** 4.5/3  
**UCEAP Course Subject(s):** Urban Studies, Sociology, Comparative Literature  
**Course Duration (weeks):** 5 weeks

**2. FACULTY INFORMATION**

**Faculty:** Dr. Carole Viers-Andronico  
**Faculty Contact Information:** carole.viers@accentintl.com  
**Office:** UCEAP 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*. 2<sup>nd</sup> 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 within a global city.

## 6. PREREQUISITES

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

## 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 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: Palais de la Porte Dorée & CNHI (Immigration Museum)
- Week 3: Châtelet-Les Halles
- Week 5: Paris Mosque

### 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 specific language and 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 the assigned course material (books, articles, chapters, films, etc.). Students will receive a list of approved topics.

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 topic related to the course material. 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.

## 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	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>
60 – 69	<i>Basic degree of competence</i>
0 – 59	<i>Failure to demonstrate a basic degree of competence</i>

## 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 Coordinator 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 Coordinator 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 & Study Visits
<p><i>WEEK 1</i></p> <p>Tues 8 May</p>	<p><i>TOPIC:</i> The “Other” France in the “Other” Part of Paris: Representation, Identity &amp; Citizenship</p> <hr/> <p><i>READINGS:</i> Tahar Ben Jelloun, “Introduction,” <i>French Hospitality</i> [CR]</p> <p>Alec Hargreaves, “A deviant construction: the French media and the ‘Banlieues’” [CR]</p> <p>Jeffrey H. Jackson, “Forgetting the Past in France’s Post-Colonial Museums” [CR]</p>	<p>Site Visit #1 Palais de la Porte Dorée &amp; CNHI (Immigration Museum)</p>
<p><i>WEEK 1</i></p> <p>Thurs 10 May</p>	<p><i>TOPIC:</i> A Voyage to the “center” of the periphery: Maspero’s journey and the immigrant’s journey</p> <hr/> <p><i>READINGS:</i> François Maspero, excerpts from <i>Roissy Express: Journey Through the Paris Suburbs</i> [CR]</p> <p>Alec Hargreaves, <i>Multi-Ethnic France</i>, Ch. 4: “National identity, nationality and citizenship” pp.140-164</p>	<p>Group Presentations:</p> <p>Group 1: Cédric Klapisch, <i>Paris</i> (film)</p> <p>Group 2: Costa-Gavras, <i>Eden à l’Ouest</i> (film)</p>
<p><i>WEEK 2</i></p> <p>Tues 15 May</p>	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth <b>Guest Speaker:</b> Jean-Manuel Simoes, photo-journalist and artist</p> <hr/> <p><i>READINGS:</i> Mustafa Dikeç, “From ‘Neighborhoods in Danger’ to ‘Dangerous Neighborhoods’: The Repressive Turn in Urban Policy” [CR]</p> <p>Mehdi Charef, <i>Tea in the Harem</i> pp.7-47</p>	<p>Quiz #1</p>
<p><i>WEEK 2</i></p> <p>Thurs 17 May</p>	<p><i>TOPIC:</i> Motley Crews of “Violent” Youth (Cont.) <b>Screening:</b> Mathieu Kassovitz, <i>La Haine</i></p> <hr/> <p><i>READINGS:</i> Mehdi Charef, <i>Tea in the Harem</i> pp.48-157</p>	<p>Group Presentations:</p> <p>Group 3: Mehdi Charef, <i>Tea in the Harem</i> (film)</p>
<p><i>WEEK 3</i></p> <p>Tues 22 May</p>	<p><i>TOPIC:</i> Connecting and controlling the periphery</p> <hr/> <p><i>READINGS:</i> Ginette Vincendeau, <i>La Haine</i>, Ch. 2: “Narrative, style and ideology in <i>La Haine</i>” [CR]</p>	<p>Quiz #2</p> <p>Site Visit #2 Châtelet-Les Halles</p>

<p>WEEK 3 Thurs 24 May</p>	<p>TOPIC: The usual suspects?</p> <p>READINGS: Didier van Cauwelaert, <i>One-Way</i> (chapters 1-3, pp.7-77) [CR]</p>	<p>Group Presentations: Group 4: Julien Abraham, <i>La Cité Rose</i> (film)</p>
<p>WEEK 3 Fri 25 May 10am-1pm</p>	<p>TOPIC: The usual suspects? Diversity and its (dis)contents <b>Screening:</b> Short Documentaries</p> <p>READINGS: Dominic Thomas, "Documenting the Periphery: The Short Films of Faïza Guène" [CR]  Alec Hargreaves, <i>Multi-Ethnic France</i>, Ch. 3: "Minority ethnic identification and mobilization" pp.75-139</p>	<p>Group Presentations: Group 5: Céline Sciamma, <i>Girlhood</i> (film)</p>
<p>WEEK 4 Mon 28 May 10am-1pm</p>	<p>TOPIC: Angels in handcuffs and other subaltern "speakers"</p> <p>READINGS: Faïza Guène, <i>Just Like Tomorrow</i> pp. 1-179  Faïza Guène, "Voice of the People." Interview by Sarah Adams [CR]</p>	<p>Group Presentations: Group 6: Faïza Guène, <i>Bar Balto</i> (novel)  Quiz #3</p>
<p>WEEK 4 Tues 29 May</p>	<p>TOPIC: Negotiating bi-cultural identities at home and in the public school system</p> <p>READINGS: Trica D. Keaton, "Counterforces: Educational Inequality and Relative Resistance" [CR]  Marina Bain, "Precarious Youths" (unpublished short story) [CR]  Beth S. Epstein, "The Common Good: Parents, Teachers, and the Public Schools" [CR]</p>	<p>Group Presentations: Group 7: Jean-Paul Lilienfeld, <i>La Journée de la jupe</i> (film)</p>
<p>WEEK 4 Thurs 31 May</p>	<p>TOPIC: An "other" Paris: where do we go from here? <b>Guest Speaker:</b> Dominique Michelat, Social Worker</p>	<p>Paper Due</p>
<p>WEEK 5 Tues 5 June</p>	<p>TOPIC: An "other" Paris: Conclusions and where do we go from here? <b>Guest Speaker:</b> Ferdinand Fredonie, Restaurateur (TBC)  Review for Final Exam</p> <p>READINGS: Alec Hargreaves, <i>Multi-Ethnic France</i>, "Conclusion" pp.204-210</p>	<p>Quiz #4</p>

	<p>Mira Kamdar, "The Other Paris, Beyond the Boulevards" <b>[CR]</b></p> <p>Heidi Ellison, "Dining Well for a Good Cause" <b>[CR]</b></p> <p>Liz Alderman, "In Poor Margins of Paris, New Recipe for Success" <b>[CR]</b></p>	
<p><i>WEEK 5</i></p> <p>Thurs 7 June</p>	<p><b><i>FINAL EXAM</i></b></p>	
<p><i>WEEK 5</i></p> <p>Thurs 7 June 1:30-3:30pm</p>	<p>Farewell Reception</p>	<p>Site Visit #3 Paris Mosque Tea Room</p>