



HS/SO 315 FRANCE AND ISLAM

IES Abroad Paris BIA

DESCRIPTION: We have in recent years witnessed, on the one hand, the revival of religious beliefs and practices in Muslim countries and, on the other hand, a sudden awareness of the presence of Muslims, in Europe. Indeed, following the Iranian Revolution of 1979, Islam came to play an important role in international politics and since September 11th, 2001, Islam has become the concern of all, in the non-Muslim world.

The presence of Muslims in Europe dates back to soon after the advent of Islam in the Arabian Peninsula. Muslim communities reached and settled in Spain, in Southern Italy from as far back as the 8th century. In France Muslims however did not come to settle. In the year 732 Charles Martel is said to have heroically 'saved' France from the invading Muslims. Yet France has today the highest percentage of Muslims in Europe. These communities entered France and came to settle in France under very different circumstances: as 'subjects' of French colonies, then members of the French Union and later French Community, they responded to a call for work in the post-World War Two period of economic reconstruction and emigrated to Europe. Today their children are the French Muslim boys and girls of France and many identify closely with their Islamic heritage. For a country that has since 1905 uncompromisingly championed the cause of secularism, this reality has been hard to accept.

The close connection between France and the Arab world has also shaped France's foreign policy. Starting with Napoleon's conquest of Egypt at the end of the 18th century followed by a policy of colonization and later as a mandate power in the Levant, France has aimed to play a major role in the region.

The class will be broken up into three sections; in the first section we will take a historical look at France's presence in the Muslim regions of the world. In the second section, we will concentrate on French society today and how the French state has encouraged the integration of French Muslims. Finally in the last section, we will turn to France's foreign policy and evaluate France's position towards the Middle East.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES:

METHOD OF PRESENTATION:

- Lectures
- Class discussions
- Student presentations
- Class debates

REQUIRED WORK AND FORM OF ASSESSMENT:

Oral assessment:

- Discussion based on the readings: 10%
- Oral presentation :20%

Written assessment:

- Quiz in class: 20% (see the dates on the syllabus)
- Midterm exam: 20%
- Final Exam: 30 %

1. Oral Presentation: (20%)



You will each (or in a group) be assigned a book and a film as your topic for the presentation. **As soon as you have chosen your group please make sure you have the book and the film. CHECK FIRST WITH Chris and then come and see me if he does not have them.** The oral presentation should last 20 to 30 minutes, as well as time for discussion questions that you bring to the class. During this time, you need to:

- give a brief synopsis of the 'story'
- show how the storyline relates to our subject
- you should introduce the characters
- break up the story into themes relevant to our class.

Explain how the book and the film covers:

- the representation of women
- the representation of the youth
- relationship with the state (if relevant)
- relationship with parents (if relevant)

**Show passages from the film – not the trailer.
Read quotes from the book.**

See the syllabus for the presentation topics and the dates of each group.

Discussions based on the readings: (10%)

The theme for the discussion will be provided certain weeks. Other weeks the students will be given a set of questions based on the readings. All the students must come to class ready to participate on these points.

2. In – class written examinations: quiz (20%) midterm (20%); final (30%)

The format of the written tests will be knowledge-based short answer questions. I am looking for comprehension and the ability to recall the information that was acquired. In the final exam, you will also be asked to write an essay, in which you need to show your analytical skills. **Please make sure you fix a time to see me during Office hours to review and go over the lessons before the examinations.**

Class Policy:

- There are NO additional or make up assignments.
- Late assignments will not be accepted.

Academic Dishonesty:

Regardless of the quality of work, plagiarism is punishable with a 'failing grade' in the class. Plagiarism may be broadly defined as "copying of materials from sources, without acknowledging having done so, claiming other's ideas as one's own without proper reference to them, and buying materials such as essays/exams."

A note on electronic devices:

As a courtesy to your instructor and fellow students, please do not use cell phones, laptops, tablets, e-readers, or other electronic devices during class, even to check the time. Make sure phones are turned off. Use of these devices will lower your participation grade. No recording (audio or visual) of class sessions will be permitted.

Absence Policy:

"IES BIA Attendance Policy: Since IES BIA courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format is regarded as the primary mode of instruction, regular class attendance is mandatory.

Absences for documented medical problems or family emergencies will be excused.

Absences for any other reason will not be excused.

If a student shows a pattern in absences, in violation of this policy, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program."

LEARNING OUTCOMES:

By the end of the course students will be able to:

- 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
- Have a clearer understanding of France’s foreign policy towards the region of the Middle East, with a special emphasis on the Arab World.

CONTENT:

Week	Content	Assignments
<p><u>Week 1</u> <u>Sessions 1 & 2:</u> January 25th</p>	<p><i>Lecture: Introduction:</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> <p>Key Topics to discuss: How does the West perceive the Muslim world? Why?</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Edward Said, <i>Orientalism</i> , chapter one ‘Knowing the Oriental ‘ pp. 31-49 • Richard Bulliet, ‘a case of selective memory’ <i>International Herald Tribune</i> July 11, 2007
	<p><u>Section 1: The French amongst the Muslims.</u></p>	
<p><u>Week 2</u> <u>Sessions 3 & 4:</u> February 1st</p>	<p><i>Lecture: France and her North African Empire: the Conquest of Algeria, Morocco, Tunisia</i></p> <p>Key Topics to discuss: Why did France pursue a colonial policy? How was the West affected by colonialism? How did the French establish control over the indigenous population in Algeria?</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Jules Ferry, ‘On French Colonial Expansion’, Speech before the French Chamber of deputies, March 28th, 1884. • Library of Congress Country Studies: Algeria: From ‘France in Algeria’ to ‘Polarization and Politicization’
<p><u>Week 3</u> <u>Sessions 5 & 6:</u> February 8th</p>	<p><i>Lecture: France and the Algerian War</i></p> <p>Out of class course-related trip: in your own time 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>Oral Presentation Group 1</p> <ul style="list-style-type: none"> • Rachid Bouchareb, <i>Days of Glory</i>, 2006 • Faiza Guène, <i>Dreams from the Endz</i>, 2008 <p>Key Topics to discuss: The effects of the Algerian War on Metropolitan France. The effects of the colonial legacy on French society today.</p> <p>BREAK</p>	<p>Reading:</p> <ul style="list-style-type: none"> • The Manifesto of the 121 • Jean-Benoît Nadeau & 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>Week 4 Sessions 7 & 8: February 22nd</p>	<p>We shall start the class with your impressions of the out of class visit.</p> <p>Quiz 1: this quiz will be based on the lectures and the readings of weeks 1,2 and 3</p> <p>Lecture: France's presence in the Middle East: Syria and Lebanon France's policy in the Middle East; an overview.</p> <p>Key Topics to discuss: France's role in the Levant (Syria and Lebanon); what are the long term effects of this history?</p> <p>Oral Presentation</p> <p>Group 2</p> <ul style="list-style-type: none"> • Leila Sebbar, <i>The Seine was red</i>, 2008 • Mehdi Charef, <i>Summer of 62 (Cartouches gauloises)</i>, 2007 	<p>Reading:</p> <ul style="list-style-type: none"> • 'War and Change in the Middle East, OUP, 2010 • Eugene Rogan, <i>The Arabs: a History</i>, chapter 8 'The French Empire in the Middle East'.
	<p>Section 2: The Muslims amongst the French.</p>	
<p>Week 5 Sessions 9 & 10: March 1st</p>	<p>Lecture: Immigration</p> <p>Oral Presentation</p> <p>Group 3</p> <ul style="list-style-type: none"> • Faiza Guène, <i>Kiffe Kiffe Tomorrow</i>, 2006 • Mathieu Kassovitz, <i>La Haine</i>, 1995 	<p>Reading:</p> <ul style="list-style-type: none"> • Nathalie Heraud, 'The Cité nationale de l'histoire de l'immigration: site of transmission and public education' UNESCO, 2007 • Jeremy Jennings, 'Citizenship, Republicanism and Multiculturalism in Contemporary France, <i>British Journal of Political Science</i>, Vol 30, no 4, October 2000.
<p>Week 6 Sessions 11 & 12: March 8th</p>	<p>MIDTERM</p> <p>Lecture: The Muslim Immigrants: 1950's, 1960's, 1970's</p> <p>Key Topics to discuss: Is France multi-cultural? Is Islam a threat to France? How does France compare to the United States? Should France become more multi-cultural? If so, why? If not, why not?</p>	<p>Reading:</p> <p>Discussion on these readings will exceptionally take place AFTER the break)</p> <ul style="list-style-type: none"> • Azouz Begag, <i>Ethnicity and Equality</i>, chapters 3 and 4 • Tariq Ramadan, 'Islam and Muslims in Europe: A silent Revolution toward Rediscovery' in Yvonne Haddad-Yazbek (ed), <i>Muslims in the West from Sojourners to Citizens</i>, Oxford: OUP, 2002 (p. 158-166 • Justin Smith, 'Does Immigration Mean 'France Is Over'?' <i>International New York Times</i>, January 5, 2014
<p>Week 7 Sessions 13 &</p>	<p>We shall start the class with a discussion on the readings from Week 6</p>	<p>Reading:</p>

<p>14: March 15th</p>	<p>Lecture: <i>Laïcité and Islam. The History of Laïcité in France</i></p> <p>Key Topic to discuss: France v United States: how do the two countries view secularism?</p>	<ul style="list-style-type: none"> • John Bowen, <i>Why the French don't like Headscarves</i>, pp. 1-34 (pick up the book from Chris) • Olivier Roy, <i>Secularism confront Islam</i>, introduction and chapter 1
<p>Week 8 Sessions 15: March 22nd</p>	<p><u>Quiz 2: this quiz will be based on the lectures and the readings of weeks 6 and 7 (Immigration and Laïcité)</u></p> <p>Lecture: <i>Mosques in France</i></p> <p>Key Topic to discuss: why are there so few visible mosques in Paris?</p> <p>Oral Presentations Group 4</p> <ul style="list-style-type: none"> • Mehdi Charef, <i>Tea in the Harem</i>, 1989 • Ismaël Ferroukh, <i>Free men (Les Hommes libres)</i>, 2011 	<p>Reading:</p> <ul style="list-style-type: none"> • John Bowen, <i>Can Islam be French? 'Mosques facing outward'</i> pp. 37-62
<p>Week 9 Sessions 16 & 17: March 29th</p>	<p>Lecture: <i>Islam and the question of Women: a closer look at the 80's</i></p> <p>Key Topic to discuss: Is Islam sexist?</p> <p>Oral Presentations Group 5</p> <ul style="list-style-type: none"> • Azouz Begag, <i>Shanty Town Kid</i>, 1986 • Laurent Cantet, <i>The Class</i>, 2008 	<p>Reading:</p> <ul style="list-style-type: none"> • John Bowen, <i>Why the French don't like Headscarves</i>, pp. 63-128 (pick up the book) • Joan Wallach Scott, <i>The politics of the Veil</i>, chapter 5, 'sexuality' • Iman Hashim, 'Reconciling Islam and feminism' <i>Gender and Development</i>, Vol 7, no 1, March 1999
<p>Week 10 Sessions 18 & 19: April 5th</p>	<p>Course-Related Trip: the Paris Mosque and a walk through the 18th arrondissement</p>	
<p>Week 11 Sessions 20 & 21: April 12th</p>	<p>Guest Speaker: TBA</p> <p>Lecture: <i>French anxieties in regards to Islam</i></p> <p>Key Topic to discuss: Is there a problem in France in relation to Islam? Are the French taking the right steps? If not, why not? Is Islamophobia a real problem? Should we be using this term or not?</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Jocelyne Cesari 'Securitization of Islam in Europe' CEPS CHALLENGE, Research paper no 15, April 2009 • Secretary-General Kofi Annan's address to the Department of Public Information (DPI) seminar, "Confronting Islamophobia: Education for Tolerance and Understanding", in New York, today, 7 December 2004 • The Runnymede Report, 1997
<p>Week 12 Sessions 22 & 23: April 19th</p>	<p>Lecture: <i>French foreign policy in the Middle East</i></p>	



Week 13 Session 24:	FINAL EXAM : TBA	
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REQUIRED READINGS:

- Books that are used for the oral presentations. (see the list below)
- Articles and documents assigned every week will be posted on Moodle.