Postcolonial Europe

Syllabus

Prof. Jeanette Jouili

Fall 2014
INT 290.02
Time: MWF 12:00-12:50pm
Classroom: Bellsouth 308

Instructor: Prof. Jeanette Jouili
Office: Education Center, Room 206-A
Office phone: 843-953-0265
Office hours: MW 11:00-12:00pm

COURSE DESCRIPTION

Since the end of WWII, Western Europe has significantly changed. With the disintegration of European colonial empires and the massive demand for workers for its economic reconstruction, post-war migration turned the “Old Continent” into multi-racial, multi-ethnic and multi-religious societies. The course is meant as a broad introduction to a range of issues related to post WWII immigration to Europe. It will analyze the historical pre-conditions for this immigration, which relate to European colonialism and will theorize what the “post-colonial” means in the European context. It will examine how migration affected the particular histories and self-understandings of several Western-European nation-states and how it challenged established definitions of citizenship. The class will further tackle the different aspects connected to the question of immigrant “integration”, such as residential segregation and spatial exclusion, social exclusion and racism. It will also examine the impact of these immigrant communities on new developments in popular culture. The course looks at different European case studies. It employs an interdisciplinary approach and uses a variety of sources to unravel different aspects connected to the immigrant experience.

COURSE OBJECTIVES

This course has three major objectives:

1) **Critical reading skills.** Every student is expected to take Reading Notes, which will be randomly collected by the instructor. They will also serve as discussion template for the class discussion. The purpose of this assignment is to strengthen upper-level reading skills, which include: analyzing a text; determining the
author’s thesis statement; evaluating evidence; summarizing information succinctly; connecting arguments from preceding weeks; critiquing and assessing the significance of a given work.

2) **Presentation Skills, Public Thinking, and Debate.** Students will be required to participate actively in every class session. Through group and class discussions students will develop their abilities to think actively in conversation, to present clear arguments, and to hold civil and intellectually-grounded debate. The quality of a student’s participation in class will be assessed on a daily basis.

3) **Applied knowledge about the social and political context of multi-ethnic and multi-racial Europe.** Students will be evaluated through two essay assignments about their understanding of the topics discussed: one critical response paper and the final paper. In both essays students will be expected to: demonstrate factual knowledge; construct persuasive arguments based on the course readings; write clear and polished prose; compare different debates, controversies, or understandings of religion and law.

**PROCEDURE**
This class consists of group work, class discussions, and lecture. You are expected to be present in class and participate daily in the group work and discussions and to take notes carefully during all activities.
I am available for conference outside of class. My office hours are 13.00-14.00 MW and **by appointment** throughout the fall semester. I encourage you to email to set up an appointment.

**COURSE REQUIREMENTS**

Grades for the course will be calculated as follows: 25% for participation in class which includes presenting the weekly reading notes and contribution in class and group discussions; 30% for the mid-term exam; 15% for the critical response paper; 30% for the final paper. Late work will not be accepted without a note from a doctor or the dean. Please do not ask.

**Attendance and Participation Policy.** Classroom discussions are a central component of this course, and attendance in class is required. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation. Attendance and class participation are not the same thing. While your attendance and willingness to learn from the comments of others (including the professor) are central to the course, your own informed and intelligent participation in class discussion is an absolute necessity.

In this course, you will be graded on **how** you think, not on **what** you think. In other words, you will not be graded on your beliefs, opinions, or the positions you advance.
You will be graded on how well you articulate your thoughts and positions, how closely you read the assigned texts, and how much your ability to think critically and connectively about the themes in our readings develops over time.

A quick note on participation grading. You may miss one class without penalty. I grade your participation in each class session on a scale of 0-4. You earn points by paying attention to lecture, taking notes, participating in discussions, asking informed questions, and demonstrating your knowledge of the readings. You should not expect higher than a C for your participation grade if you attend classes regularly, but do not participate vocally.

Participation grading rubric:
0 – You did not attend class.
1 (D/F) – You arrived substantially late to class and/or were distracted during much of the lecture and/or demonstrated that you had not completed the readings and do not bring regularly your reading notes.
2 (C) – You arrived on time to class, but, did not participate in the discussion and have low quality reading notes (grammatical or mechanical errors, inadequate summary and evaluation of the reading).
3 (B) – You took notes through most of the lecture, participated in the discussion, and demonstrated that you completed the reading assignments by always having proper reading notes present.
4 (A) – You asked informed questions about the readings, took notes throughout lecture, participated in the discussion, and demonstrated that you completed the reading assignments by consistently presenting outstanding reading notes (proofread, and includes an excellent summary of the reading, a thoughtful evaluation throughout).

Your reading notes should have the following format:
I. What are key terms in the book/article/chapter? (What concepts, legislation, religious practices, etc. seem central to the author’s argument? Provide definitions if possible.)
II. What is the thesis of the book/article/chapter?
a. State the author’s primary argument in your own words. (This should be as close to one sentence as possible with one or two solid page references. You will provide a quotation below – here, state in your own words what the author’s goal is. Do not quote. If what you’ve written is closing in on a paragraph, think about whether or not you’ve fully understood the primary point of the book/article/chapter.)
b. Provide a quotation from one of your page references above.
III. What evidence does the author use to support this thesis? (Is it physical, like the location of a church? Is it historical or critical analysis, like a new interpretation of facts that disproves previous understandings? Is it theoretical, citing observations or philosophies? Is it ethnographic, like interviews or observations of peoples’ behavior? Something else entirely? A combination? List the type of evidence, the evidence itself, and cite where you’ve found it.)
Critical response paper: You will be asked to write 1 critical response essay to a set of readings of your choice. These essays are meant to expound a path of enquiry towards your final paper. Each paper must cover at least 3 authors and should do more than summarize. You are expected to be able to a) compare the key features of the arguments, b) engage in thoughtful analysis that ties the pieces to a well formulated argument of your own, c) convey the depth of your understanding of the material, and d) organize your ideas clearly without unnecessary stylistic errors. The essay will be 3-4 double-spaced pages.

Final Essay
The final essay for this course (5-6 pages) will require you to analyze and apply the topics and themes considered in our course readings and classroom discussions. The purpose of this essay will be to demonstrate your comprehension of the themes developed in the course.

Special Circumstances
If you have any kind of special circumstances, which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have Special Needs accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

Academic Honesty
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

Please Note…
…my office hours and contact information as set out at the start of this syllabus. Please do not hesitate to let me know if you have any questions, concerns, special circumstances, or problems. If a crisis arises which will impact your ability to fully participate in our class, please contact me ASAP so that we can work towards a resolution. Last, but not least, please know that if you attend classes, complete your preparations, and attempt to participate in class, but still have some difficulty, I will do my utmost to help you understand and engage the material – that said, you must be sure to attend fully to your own responsibilities as part of our class.

Final grades will be calculated using the following table:
NOTE: Please be aware that the syllabus might be subject to change as the semester unfolds!!

COURSE SCHEDULE

Week 1: Introduction
08/20 Syllabus review, questions, registration logistics, attendance

08/22 What is the “post-colonial” in Europe?


Week 2: Colonial Europe I


08/29 Muslims in France I

Week 3: Colonial Europe II

09/03 Edward Said, Orientalism. Introduction.

09/05 E. Said documentary

Week 4: Post-War Mass Migration I
09/08 Geddes, Andrew. The Politics of Migration and Immigration in Europe. SAGE. Parts of Chapter 2-5. pp. 31-40; 44-46;

09/10 Geddes, Andrew. Pp. 51-58; 68-71; 80-86;
09/12 Windrush (BBC Documentary)

**Week 5: Post-War Mass Migration I**


**Weeks 4: Week 6: The “Second Generation”: Exclusions and Integration Debates I**


09/26 Muslims in France II

**Week 5: Mid-term**
09/29 Revision

10/01 Revision

10/03 Mid-term

**Week 6: The “Second Generation”: Exclusions and Integration Debates II**
10/06 Solomos, John. *Black youth, racism and the state: The politics of ideology and policy.* CUP Archive, 1991. Chapters 2,3,4,6 (Extracts)


10/10 Movie: I'm British but
http://bfi.muvies.com/categories/99-beginnings/reviews/1489-i-m-british-but-
Week 7: Identity and post-colonial popular culture: UK


CRITICAL RESPONSE PAPER DUE

Week 8: Identity and post-colonial popular culture: France


Week 9: Post-colonial Theory


Movie: The Stuart Hall Project

Week 10: Race, Racism, Anti-Racism in Europe
11/03 fall break


Week 11: Diasporic popular cultures: between ‘critique’ and ‘cooptation’


Week 12: Urban Unrest and Race Riots


Week 13:
11/24 Discussion of Research Paper

11/26 Thanksgiving

11/28 Thanksgiving

Week 14:
12/01: Movie: Muslims in France II

12/05 Final Research Paper deadline due by 2pm