Multiculturalism and Secularism in Europe

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In Western Europe the backlash of 9/11 can be especially exemplified by new anxieties over Europe’s own multi-racial, multi-ethnic and multi-religious existence, which was the result of successive waves of non-European immigrants who have, since the end of WWII, made Europe their home. At the heart of these concerns is the question whether followers of the Muslim faith can successfully be integrated into a European society that identifies as Judeo-Christian and that defines its social order as secular. The different debates triggered by these apprehensions centered notably on the question of the legitimate limits of cultural difference within liberal democratic societies, thereby also reflecting a growing unpopularity of multicultural ideals. Among national governments, these anxieties are leading to more assertive affirmations of the necessity to defend liberal values that migrant communities (especially Muslim communities) have to accept. In order to achieve that, a range of governmental techniques has been deployed, which are now considered as an essential part of European counter-terrorist strategies, along with security policies and stricter migration controls.

The course will look critically at these various developments through an interdisciplinary approach that combines anthropological studies with readings from political and social theory. It will thereby introduce students to a theoretical discussion of the key concepts in these processes, such as secularism, liberalism, and governmentality.

COURSE OBJECTIVES

This course has three major objectives:

1) **Critical reading skills.** Reading the texts for EVERY class is a must. Every student is expected to take Reading Notes at least once a week. 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 debates around multiculturalism and secularism in Europe after 9/11 and about the concrete policies that have been enacted as a consequence.** 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.

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 a take-home 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
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).

**Reading notes:** When you're reading, first survey the text to find the main points and how they are related. Then read for the subsidiary points; see how they are related to the main points and to each other. Then, reduce the points to notes. Make sure links and relationships between the ideas are shown. Good notes need to be organized appropriately.

The following stages may be useful:
1. Read and understand the text carefully.
2. Think about the purpose of the text.
   a. Ask what the author's purpose is in writing the text?
   b. What is your purpose in writing your summary?
   c. Are you summarising to support your points?
   d. Or are you summarising so you can criticise the work before you introduce your main points?
3. Select the relevant information. This depends on your purpose.
4. Find the main ideas - what is important.
   a. They may be found in topic sentences.
   b. Distinguish between main and subsidiary information.
   c. Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data etc.

**Take-home mid-term exam:** The mid-term exam will be taken at home, because the question will require more reflection than merely reproducing facts, given that some of the questions also involve some engagement with the theoretical readings.

**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. (more information will be posted on oaks).

**Final Essay**
The final essay for this course (5-6 pages) will require you to analyze and apply the topics and themes and theories 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:

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: <60

*NOTE: Please be aware that the syllabus might be subject to change as the semester unfolds!!*

**Required Texts:**
**Course Schedule**

**Week 1 : Introduction: Multi-racial and multi-religious Europe**

1/12 Syllabus review, questions, registration logistics, attendanc2

1/14 A hot topic? Discussion of news events


**Week 2: Europe and the “Failure of Multiculturalism” Discourse**

1/19 MLK day


**Week 3: Re-visiting Theories of Multiculturalism**


1/30 tba

**Week 4: Scholarly Critiques of Multiculturalism**

02/02 Brown, Wendy. States of Injury. Chapter 3, 52-77
02/04 Okin, Is Multiculturalism Bad for Women?

02/06 tba

**Week 5: Theories of Secularism**

02/11 Dressler, Markus. Modernity, Religion-Making, and the Post-Secular

02/13 Asad, Talal. Formations of the Secular. Introduction.

**Week 6: Islamophobia: Between Racism and Secularism**


**Week 7: From the ‘Jewish Question’ to the ‘Muslim Question’ ?**


Liberal Governance and the management of multicultural Europe

**Week 8: ‘Muscular Liberalism’ and secular-liberal governance**
03/09 Lentin, Alana; Titley, Gavan. 2011. *The crisis of multiculturalism*. Chapters (extracts) 3-6,

03/11 Brown, Wendy. Tolerance.

03/13 tba
Week 9: Theories of Liberal Governance
03/16 Foucault, Michel. "Governmentality" (pp. 131-143), in The Anthropology of the State: A Reader, eds. Sharma and Gupta (Malden, MA: Blackwell Publishing, 2006).


Spring Break 🎉

Week 10-11: Governance, Security, Bio-power in post 9/11 Europe

03/25 Foucault, The Birth of Biopolitics

03/27 Houen, Alex. States at War and Modes of War Since 9/11. States of War Since 9/11: Terrorism, Sovereignty and the War on Terror (2014)


Week 12-13: Governing Muslims’ gender relations in Europe
04/06 Scott, Joan. Politics of the Veil. Chapter: Secularism

04/08 Joan, Scott. Politics of the Veil. Chapter: Racism


**Week 14: tba**

04/20 tba

04/22 tba

04/24 tba

**Week 15**

04/27 Review and Discussion of Papers