



FALL 2020 SEMESTER UPDATES

June 11, 2020

APA understands the difficulty surrounding the uncertainty of what lies ahead in the upcoming months and we are working hard to clear the hurdles to have a safe, healthy, and memorable fall semester abroad. Please use the following modifications to the Fall 2020 semester as a guide to help with your planning. This alternate schedule may change, pending further COVID-19 developments.

Multi-Country and Paris cohorts will merge. Due to travel restrictions to and from Morocco and Senegal at this time, all students will follow APA in-house courses in Paris.

Eight thought-provoking, cross-disciplinary courses led by expert professors in their respective fields of study have crafted classes for the Fall 2020 cohort.

Health Measures

Planning and preparation is underway for a number of measures such as:

- Providing hand sanitizer at point of entry to the APA office
- Encouraging frequent hand washing
- Configuring classrooms to ensure social distancing

Program Schedule Expectations

Dates: September 9 - December 20, 2020

Due to the anticipated delay in visa processing and to reduce the risk of delaying departure, the length of stay abroad has been modified. US citizens may stay in France up to 90 days without a visa. The program is outlined as follows:

- September 9 - 11: Orientation
- September 14 - December 4: Courses in Paris
- December 6 - December 20: Depending on international mobility - 2 weeks of study tours to Rabat, Morocco (December 6 - 13) and/or Dakar, Senegal (December 13 - 20) linked to Communicating and Cooperating in a Multicultural Context course OR return home for final 2 weeks to complete an independent study linked to the course

Academics

All students will follow one common course, Communicating and Cooperating in a Multicultural Context: fascinating multidisciplinary theory and case studies combine with group work and discussion to allow students to develop and deploy key intercultural skills in an ever-changing, multicultural world.

A two-day design thinking methodology workshop is linked to this course.

Your remaining three courses will be selected from the following:

- Culture, Politics & Women's Rights
- Economics and Development - syllabus to be confirmed
- From Neoclassicism to Symbolism (1800—1900)
- Gender and Francophone Literature
- History of Colonial Paris: 18th - 20th Centuries
- Islam in France, the Maghreb, and Sub-Saharan Africa
- Political Challenges in Contemporary France

Please find the syllabi below. All courses are 4 credits. As you look through the syllabi, you will see that courses are interdisciplinary in nature. We hope this allows our cohort to validate courses according to each student's specific academic requirements and related departments. If needed, an independent study is possible.

Customized language support will continue as planned.

Culture

To be modified if necessary:

- September 9 - 23: Visits to notable sites and neighborhoods in Paris
- September 19: Visit to Versailles
- October 2 - 4: Weekend excursion to Burgundy
- November 26: Thanksgiving
- 5 - 6 cultural events: 4 spectacles (dance, theater, concerts), cheese tasting, cooking class
- Farewell party

Housing

Choice of housing will remain the same: homestay (daily breakfast + choice of 3 or 5 dinners/week), student residence (daily breakfast + 5 dinners/week), or independent living.

Program Fees

Inclusive pricing encompasses tuition, academic and language support, cultural activities, on-site support staff, and choice of housing.

- Homestay option 1 (daily breakfast + 5 dinners/week): \$25,200



COMMUNICATING AND COOPERATING IN A MULTICULTURAL CONTEXT

APA Program: Paris

Language of instruction: French

US semester credits: 4.0

Term: Fall Semester 2020

Instructor: Dr. Philippe Pierre, Professor | Université Paris Dauphine; Paris, France

Dr. Pierre – Robert Cloet, Professor | Université Paris Dauphine; Paris, France

Marie-Anne Paquiry, Consultant, Professor | Université Paris Dauphine; Paris, France

Course Description

This course aims to enable students to better understand relationships and interactions in an intercultural context, in short to better prepare for the meeting of the “**other**”. Indeed, whether in the context of academic mobility, during cooperation in multicultural teams, in the context of an internship, or in the context of management, it becomes more than urgent in our current globalized context to understand how culture (cultures?) influences our way of being, acting and thinking, starting with one's own culture.

Through theoretical contributions (What is culture? national, regional, corporate culture... cultural dimensions: time and space, hierarchy, communication, trust, values, group...) case study analyses, as well as student-to-student sharing sessions and group work, this course offers everyone the help of learning to distance themselves from their own cultural biases in order to better adapt in culturally different environments and reap the benefits of cultural diversity. The sessions will focus on diverse cultural areas (North Africa, Sub-Saharan Africa, European countries). At the end of the course, the students will have acquired a new and expanded lens to launch their next intercultural encounters.

Schedule

Part 1

- Introduction to the course
- The notions of cultures
- Understanding one's own cultural prism
- The cultural relationship to time and space

Part 2

- Time and space: case study
- Culture and hierarchy (authority, rules)
- Societal logics: case studies
- Culture and decision-making (conflicts/disagreements)
- The cultural relationship between performance and well-being

Part 3

- Liberté, égalité, fraternité (*Liberty, Equality, Fraternity*)
- Cultural diversity and principle of action
- The individual and the collective

Part 4

- Intercultural communication
- Communicating in a cross-cultural context (case study)
- Culture and trust

Part 5

- Cultural era approach: North Africa
- Cultural era approach: Sub-Saharan Africa
- Group work (preparation / information)

Part 6

- Oral presentations in groups
- Final session / conclusion / round table feedback

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam

Selected Bibliography

CLOET PR et PIERRE P. L'Homme mondialisé aujourd'hui, NAVARRO Elisabeth et BENAYOUN Jean-Michel, Langue et diversité(s). Quelles stratégies interculturelles pour demain ? Michel Houdiard Editeur, 2017

CLOET PR, GUENETTE A-M, MUTABAZI E.e et PIERRE P. Le défi interculturel : enjeux et perspectives pour entreprendre. L'Harmattan, 2017.

BARMEYER C. – FRANKLIN P. Intercultural Management. A Case-Based Approach to Achieving Complementarity and Synergy, NY, Palgrave – Mac Millan, 2016

CHEVRIER S. Le management interculturel, Paris, PUF, Ed. 2019

CUCHE D. La notion de culture dans les sciences sociales, Paris, Ed. La Découverte, 2010

D'IRIBARNE P. La logique de l'honneur, Gestions des entreprises et traditions nationales, Paris, Seuil, 1989

KANDEM E. Temps et travail en Afrique dans l'Indivithe dans l'organisation, les dimensions oubliées, Laval, Presse Universitaire de Laval, 1990

MUTABIZI E. Le Modèle Circulatoire de Management en Afrique. Revue Business Digest "Management de la diversité". Théories et pratiques innovantes en management et en Stratégie. Paris.N° 157, Novembre p.24-26

SAUQUET M et VIELAJUS M. L'Intelligence interculturelle, 15 thèmes à explorer pour travailler au contact d'autres cultures, Paris, Ed. Charles Leopold Meyer, 2014

PRIMECZ H. ROMANI L. et SACKMAN S. Cross-cultural management in practice, Culture and negotiated meanings, U.K, EE International Publishing, 2012



CULTURE, POLITICS & WOMEN'S RIGHTS IN THE FRANCOPHONE WORLD

APA Program: Paris

Language of instruction: French

US semester credits: 4.0

Term: Fall Semester 2020

Disciplines: Political science, anthropology and history

Instructor: Dr. Aurélie Perrier

APA Development Director; Paris, France

Course Description

This course explores conflict over women's rights and sexual rights through a series of contemporary controversies prevalent in France, Morocco and Senegal. The objective is to introduce students to the notion of competing human rights claims, to debate the merits and limitations of relativist versus universalist conceptions of human rights, female emancipation and sexual rights. In addition to learning about the condition of women and sexual rights in these countries, students will study the history of women's rights as a concept and survey the key international legal documents regulating women's rights as well as assess policy considerations of women's rights. The course will feature guest speakers, either academics or women's rights activists from North Africa and Senegal.

Using a comparative lens, the course will encourage students to think critically and reflexively about the politics of women's rights in the francophone world, notably by considering the politics of intervention surrounding the "saving of brown women". After introducing Western feminist theory and its critique by Third World women, students will engage with the following questions: what happens when feminist debates travel from one context to another and how do racial and class hierarchies intersect with women's rights? How does globalization affect women differentially and impact the local strategies put in place by women to fight for their rights? Is a transnational feminism possible, and what would it look like? The course will enable students to think critically about the policy implications of these debates. Case studies include the headscarf debate, Gay marriage rights, the rape marriage law and its amendment in Morocco, and Female Genital Mutilation in Senegal.

Learning Objectives

- Analyze and examine global women's rights issues
- Understand the role of culture and of local context in mediating the application of human rights
- Assess policy approaches to women's rights issues and provide policy recommendations
- Construct and conduct an independent research project on a global women's rights issue of your choice

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam

Select Bibliography

Abu-Lughod, Lila. 2013. *Do Muslim Women really need Saving?* Harvard Press.

Abdullahi Ahmed An-Na'im. 1992. "Toward A Cross-Cultural Approach to Defining International Standards of Human Rights," in An-Na'im, ed., *Human Rights in Cross Cultural Perspectives: A Quest for Consensus*. Philadelphia: University of Pennsylvania Press.

Ackerly, Brook. 2001. "Women's Rights Activists as Cross-Cultural Theorists", *International Feminist Journal of Politics*, 3, 3, 311-46.

Agathangelou, Anna, and Heather M. Turcott (eds). 2010 'Postcolonial Theories and Challenges to "First World-ism,"' in: Laura J. Shepherd (ed.) *Gender Matters in Global Politics*, London: Routledge.

Almila, Anna-Mari. 2019. *Islamic Veiling Meets Fashion: Struggles and Translations*, Handbook of the Changing World Language.

Bernheim, Gilles 2013. « Mariage, homosexualité et homoparentalité et adoption: ce que l'on oublie souvent de dire. Essai de Gilles Bernheim, grand Rabbin de France.

Bunch, Charlotte, Rita Raj and Elmira Nazombe (eds.) 2002. *Women at the Intersection: Indivisible Rights, Identities and Oppressions*, New Jersey, Centre for Women's Global Leadership.

Bunch, Charlotte. 1991. "Women's Rights as Human Rights: Toward a Revision of Human Rights," *Human Rights Quarterly*

Cairoli, L. M. 2011. *Girls of the Factory: A Year with the Garment Workers of Morocco*. Gainesville: University of Florida Press.

Camara, Fatou-Kiné. 2007. « Le code de la famille du Sénégal ou de l'utilisation de la religion », dans Charles Becker. *Genre, inégalités et religion*. Contemporary Publishing International pp : 163-181

Cervulle, Maxime. 2013. « Le controverses autour du mariage pour tous dans la presse nationale quotidienne: du différentialisme ethnosexuel comme registre d'opposition », *L'Homme et la Société* 2013/3, 189-190, 2207-222.

Charlesworth, Hilary, and Christine Chinkin. 2000. *The Boundaries of International Law: A Feminist Analysis*, Manchester, Manchester University Press.

-----, 1991. "Feminist Approaches to International Law," 85 *American Journal of International Law* 813.

Charte des Principes Feministes pour les féministes d'Afriques.

Chowdhry, G. and Nair, S. (2002) (eds) *Postcolonialism and International Relations: Race, Gender and Class*. London: Routledge

Cook, Rebecca J.(ed). 1994. *Human Rights of Women: National and International Perspectives*, pbk. Philadelphia: University of Pennsylvania Press.

Convention to the Elimination of All Forms of Discrimination against Women. United Nations.

Delphy, Christine. 2006. « Antiracisme antisexisme : un faux dilemme », *Nouvelles Questions Féministes* Vol 25, 59-83.

Dakhli, Jocelyne, « Prise de voile »

Denniston, G., Hodges and Milos, M (eds.). 2009. *Circumcision and Human Rights*. Springer

Dorlin, Elsa. 2010. « Le grand strip-tease : féminisme, nationalisme et burqa en France » in Achille Mbembe *et.al*, *Ruptures Postcoloniales*.

Lazreg, Marnia. 1988. "Feminism and Difference: the perils of Writing as a women in Algeria", *Feminist studies*, Vol 14 No1 (Spring 1988), 81-107.

Eliminating Female genital mutilation: An interagency statement. 2008. OHCHR, UNAIDS, UNDP, UNECA, UNESCO, UNFPA, UNHCR, UNICEF, UNIFEM, WHO

Mernissi, Fatima. 1987. *Beyond the Veil: Maile-Female Dynamics in Modern Muslim Society*. Indiana University Press.

Mohanty, C. T. (2003) "Under Western Eyes' Revisited: Feminist Solidarity Through Anticapitalist Struggles" *Signs: Journal of Women in Culture and Society*, Vol. 28No. 2: 499-535

Nazneen, Sohela and Sultan, M. (Eds.). *Voicing Demands: Feminist Activism in Transitional Contexts*. London: Zed Books.

Reilly, Niamh. 2009. *Women's Human Rights*, Cambridge, Polity Press.

Scott, Joan. 1986. "Gender as a Category of Historical Analysis," *American Historical Review*.

----- . 2007. *The Politics of the Veil*. Princeton: Princeton University Press.

Sow, Fatou. 2007. « L'Appropriation des études sur le genre en Afrique subsaharienne », dans Thérèse Locoche (dir.) en collaboration avec Koffi Nguessane et Paulina Makinwa-Abdebusoye, *Genre et sociétés en Afrique. Implications pour le développement*.

Fatou Sow. 2003. "Fundamentalisms, Globalisation and Women's Human Rights in Senegal," *Gender & Development*, 11:1, 69-76.

Bettina Shell-Duncan ,Katherine Wander, Ylva Hernlund ,Amadou Moreau, 2013. "Legislating Change? Responses to Criminalizing Female Genital Cutting in Senegal", *Law & Society Review*, Vol. 47, Issue 4, pp. 803-835.

Slimani, Leila. 2017. *Sexe et Mensonges: la vie sexuelle au Maroc*. Les arènes: Paris.

Steans, Jill (2013) (3rd ed.) *Gender and International Relations: Theory, Practice, Policy*, Cambridge: Polity Press

Rebuccini, Gianfranco. 2013. "Homonationalisme et impérialisme sexuel: politiques néolibérales de l'hégémonie», *Raisons politiques* n.49, 75-93.

Touati, Z. 2014. "The Struggle for Women's Rights in Morocco: From Historical Feminism to 20 February 2011 Activism," in Olimat, Muhamad S (ed). *Arab Spring and Arab Women: Challenges and Opportunities*. London and New York: Routledge.

Verges, Françoise. 2017. « Féminismes décoloniaux, justice sociale, anti-imperialisme ». *Tumultes* No.48, 157-168.

Zvan Elliott, K. 2015. *Modernizing Patriarchy: The Politics of Women's Rights in Morocco*. Austin: University of Texas

Press https://www.researchgate.net/publication/272492255_The_significance_of_cultural_relativism_for_feminist_studies



FROM NEOCLASSICISM TO SYMBOLISM (1800 - 1900)

APA Program: Paris

Language of instruction: French, prerequisite of at least B1 language level

US semester credits: 4.0

Term: Fall Semester 2020

The course includes two sessions per week:

- a classroom session on Mondays 9:30 am - 11:00 am and for a few sessions marked with ** 9:00 am to 11:30 am
- a session in a museum: Wednesdays 9:15 am - 11:00 am

Before each class, students are expected to complete the preparatory work included in the following link: <https://apahistoiredelart.weebly.com/>

Schedule

Week 1

Monday	Introduction: presentation of the course - Sculpture in the first half of the 19th century, between neoclassicism and romanticism
Wednesday	Musée du Louvre, sculpture department: Pradier, Préault, Rude

Week 2

Monday	Neoclassicism
Wednesday	Musée du Louvre: David and Ingres

Week 3

Monday**	Romanticism / Methodology session
Wednesday	Musée du Louvre: Delacroix, Géricault, Gros, Girodet

Week 4

Monday	Influences: Orientalism and Japonism
Wednesday	Musée du Louvre: Delacroix, Géricault, Chassériau

Week 5

Monday**	Midterm Realism - preparation for London study tour*
Wednesday	Musée d'Orsay: Millet, Courbet, Daumier

Week 6

Monday	Vision of modernity
Wednesday	Musée d'Orsay: Caillebotte, Degas, Manet, Monet, Cézanne

Week 7

Monday Paris, a modern city
Wednesday Visit in Haussmannien Paris: Boulevard Haussmann, Opéra Garnier, Gare Saint-Lazare

Week 8

Monday Impressionism
Wednesday Musée d'Orsay: Monet, Pissarro, Degas, Renoir, Sisley

Week 9

Monday Neoimpressionism
Wednesday Musée d'Orsay: Cross, Seurat, Signac

Friday & Saturday London study tour: London Impressionism *IF POSSIBLE

- The National Gallery: Turner, Constable, impressionist collections
- Tate Britain: Turner, Constable, British impressionism
- Visit in London: Comparison with Paris

Week 10

Monday** Gauguin, Les Nabis, and Van Gogh - discussion and debrief of London study tour, work on reports
Wednesday Musée d'Orsay: Gauguin, Sérusier, Van Gogh

Week 11

Monday Symbolism
Wednesday London reports due
Musée d'Orsay: Moreau, Redon, Puvis de Chavanne

Week 12

Monday Auguste Rodin
Wednesday Musée Rodin: Auguste Rodin, Camille Claudel

Week 13 Oral final exam

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam



GENDER AND FRANCOPHONE LITERATURE

APA Program: Paris

Language of instruction: French

US semester credits: 4.0

Term: Fall Semester 2020

Instructor: Dr. Nadia Setti, Department of Gender Studies Director | Université Paris 8 St-Denis

Course Description

This course focuses on the political and literary movements that mark the so-called second wave of feminism. Discussions and reflections focus on the body, desire, sexuality but also questions of identity (woman, lesbian, gay). How do literature and more broadly media (art, shows, cinema) meet these challenges? How does the writing question the status of the author, and dare to pronounce as to a "female writing" or a "lesbian body" or queer? Embodiment, a term that marks the re-resignation of the body and gender, can become a subversive act, the possibility of saying the forbidden, of recreating a body that would no longer be the object of a male gaze but of a completely different figuration and narration.

Although few women openly declare themselves feminists, their writings deal with stories and relationships that challenge gender models. The codes of representation are upset, as for example that of female beauty, so feminists take over the witch as one of the figures of the revolt against patriarchy and stereotypes of femininity. At the same time, the AIDS epidemic in the 1980s corresponded to the emergence of gay and later, LGBTQ activism. In the literary world many fictions (often autobiographical) and the stories of writers, artists, homosexuals produce a literature testimony. One of the most remarkable, Hervé Guibert, is the author of a work of autobiographical fiction and at the same time photographic.

While addressing key themes and ideas of feminism, this course considers a historical perspective of contemporary literature between the 20th and 21st centuries as well as French-speaking feminist ideas and practices, in a Western space nevertheless inseparable from the global dimension (Homi Bhabba).

Keywords: feminism, writing, sexuality, autobiography, autofiction, subversion, ecofeminism, postcolonial

Requirements: Read the bibliography; the reading of the proposed excerpts is recommended before each class.

Schedule

Part 1

- The turn of the 1970s: revolutions and debates - body, writing, desire, sexuality:
 - H. Cixous *Le Rire de la Méduse* (extraits)
 - M. Wittig «Le point de vue. Universel ou particulier» *La pensée straight*
- What languages? Creators (m/f), author (m/f)
 - «Couples créateurs», «A Tongue Called Mother» (Nancy Huston)
- Rewriting Literary History, the Other Memory
 - «écrire des vies de femmes» (Christine Planté), Annie Ernaux *Les années* (extrait)
- Feminist biography and comics
 - BD et vidéo Les Culottées (Pénélope Bageu), Emma (Fallait demander)

Part 2

- The 80s emergence and translations of Gender in France
- Autobiography and/or self-account: Annie Ernaux: The event, The Frozen Woman (extracts)
- The bizarre Amélie Nothomb *Métaphysique des tubes* www.youtube.com/watch?v=-1oxwDMdsMo pour approfondir: (master classe France Culture, 03/09/2016) <https://www.youtube.com/watch?v=Qb3hLwTdsM>
- The Disturbing King Kong Theory (extract) Virginia Despentes

Part 3

- Reveal the unspeakable, the forbidden, the secret: Christine Angot Incest
- Self-photobiography and homosexuality: Hervé Guibert *L'image fantôme* (extrait), *Le mausolée des amants* (extraits)
- The New Witches: Marie Diaye *La sorcière* 1996; *Trois femmes puissantes* (2009), Gisèle Pineau *Chair-Piment* (2002), Condé, Maryse, *Moi, Tituba sorcière ... Noire de Salem*, (1986)
- Literature and ecofeminism: guest (to be confirmed) Jamie Herd

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam

Selected Bibliography

- Angot, Christine, *Inceste*, Livre de poche, 1999.
- Bageu, Pénélope, *Les Culottées*, (BD)2016/17
- Cixous, Hélène, *Le Rire de la méduse et d'autres ironies*, Galilée, 2010.
- Condé, Maryse, *Moi, Tituba sorcière ... Noire de Salem*, Folio, 1986.
- Despentès, Virginie, *King Kong théorie*, Grasset, 2006.
- Diaye, Marie, *La Sorcière*, Les éditions de Minuit, 1996.
- *Trois femmes puissantes*, Gallimard, 2009.
- Guibert, Hervé, *L'image fantôme*, éditions de Minuit, 1981.
- *A l'ami qui ne m'a pas sauvé la vie*, Folio, Gallimard, 1990.
- *Le Mausolée des amants*, Folio, 2001.
- Huston, Nancy, *Désirs et réalités*, Babel, 1995.
- Huston, Nancy. *Âmes et corps*, Actes Sud, 2004.
- Nothomb, Amélie, *Métaphysique des tubes*, Albin Michel, 2000.
- Pineau, Gisèle, *Chair Piment*, Folio, 2002.



HISTORY OF COLONIAL PARIS: 18TH - 20TH CENTURIES

APA Program: Paris

Language of instruction: French, prerequisite of at least B1 language level

US semester credits: 4.0

Term: Fall Semester 2020

Professor: Dr. Héloïse Kiriakou, Lecturer | Université Paris 1

Course Description

This course investigates France's colonial history and its legacy through the architectural and urban heritage of Paris. What can the cityscape of Paris tell us about France's colonial past? How is colonial history inscribed in the physical heritage of the city? What do street names and monuments tell us about the way this episode of French history is construed, remembered, officialized in visual narratives and traces, or on the contrary, erased or forgotten? What do we learn by examining historic migrant housing projects, and can we interrogate the political stakes of the colonial legacy in France through the lens of the suburbs and its unrest in 2005?

Multidisciplinary in its approach, this course sits at the nexus of urban history, colonial history, postcolonial theory and immigration studies. The course will introduce students to the cultural and political aspects of French colonial history, from French expansion in the 19th century to anticolonial movements in West Africa and the Maghreb. Students will be encouraged to study the relationship between culture, history, and national identity and well as to analyze the connection between history, memory and physical traces.

Class will be structured around lecture and group discussion and will rely extensively on site visits of Paris monuments, museums and neighborhoods, including the Musée du Quay Branly, the Paris Mosque, the neighborhood of La Goutte d'Or and the City Nationale de l'Histoire de l'Immigration.

Learning Objectives

By the end of the course, students will have achieved the following:

- A knowledge of major dates and events of colonization and decolonization history in the French Empire, an awareness of the importance of colonial transactions and of intermediaries' key roles and an overall understanding of theoretical aspects of colonial history
- Key conceptual understanding of the relationship between memory, history and material heritage
- A knowledge of two Parisian museums related to colonial legacy (Musée du Quay Branly and Cité nationale de l'histoire de l'immigration), of their collections and site genealogies, and hence the ability to view a museum from an analytical perspective
- An understanding of the main current issues and stakes related to the colonial past, an awareness of the political use of memory and oblivion, and hence the means to interpret and discuss activist positions about colonial period oblivion

- A knowledge of at least one Parisian cosmopolitan neighborhood, of its location, of its relation to different waves of immigration (postcolonial or not), notions of urban anthropology and an understanding of the issues related to the concept of diversity as viewed by different players

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam

Select Bibliography

Stéphane Beaud, Olivier Masclet « Des «marcheurs » de 1983 aux « émeutiers » de 2005 », *Annales. Histoire, Sciences Sociales*, 61(4), 2006 : 809-843.

Romain Bertrand, « La mise en cause(s) du «fait colonial ». Retour sur une controverse publique », *Politique africaine*, 2006, 102 : 28-32

Emmanuel Blanchard, « La police parisienne et les Algériens, 1944-1962, » *Paris, Nouveau Monde Éditions*, 2011

Raphaëlle Branche, "The French State Faced with the Algerian Nationalists (1954-1962). A War against Terrorism?", in Samy COHEN (ed.), *Democracies at War Against Terrorism*, Palgrave Macmillan, 2008, pp. 50-74.

Alice Conklin, "Colonialism and Human Rights, A Contradiction in Terms? The Case of French West Africa, 1895-1914", *American Historical Review*, 103(2), 1998: 419-442.

Benoît de l'Estoile, « L'oubli de l'héritage colonial », *Le Débat*, 147, n°5, 2007: 91-99.

Laurent Dornel, « Les usages du racialisme. Le cas de la main d'œuvre coloniale en France pendant la Première Guerre mondiale », *Genèses*, 20, 1995, pp. 48-55

Alec Hargreaves, *Memory, Empire, and Postcolonialism: Legacies of French Colonialism*. Palgrave: 2005.

-----. *Multi-Ethnic France: Immigration, Politics, Culture and Society*. Routledge. 2nd Edition: 2007.

Davidson Nicol, "Alioune Diop and the African Renaissance", <https://www.jstor.org/action/showPublication?journalCode=africanaffairs>, 310, 1979: 3-11.

Cécile Péchu, "Black African immigrants in France and claims for housing", *Journal of Ethnic Migrations Studies*, 25(4), 1999: 727-744.

Laure Pitti, « Carrières d'OS depuis 1945. Les Algériens à Renault-Billancourt », in Jacqueline Costa-Lascoux et al., *Renault sur Seine*, Paris, La Découverte, 2007 : 97-111

Jean-François Sirinelli, « Deux étudiants «coloniaux» à Paris à l'aube des années trente », *Vingtième Siècle. Revue d'histoire*, 18, 1988 : 77-88

Benjamin Stora, *La Gangrène et l'oubli*. 1989.

film *Octobre à Paris*, by Jacques Panijel, 1973.

Tyler Stovall, « From Red Belt to Black Belt: Race, Class, and Urban Marginality in Twentieth-Century Paris », *L'Esprit Créateur* 41, no 3, 2001: 9-23.

Marie-Hélène Bacqué et Yankel Filjakow « En attendant la gentrification : discours et politiques à la Goutte d'or (1982-2000) », *Sociétés contemporaines*, décembre 2006, p.63-81



ISLAM IN FRANCE, THE MAGHREB, AND SUB-SAHARAN AFRICA

APA Program: Paris

Language of instruction: French

US semester credits: 4.0

Term: Fall Semester 2020

Instructor: Dr. Dorra Mameri-Chaambi, Doctor of Contemporary History and Political Science
Associate Researcher at the Group Societies, Religions, Laity

Course Description

This course aims to provide students with benchmarks and insights into the plurality of Islam in France, North Africa, and Sub-Saharan Africa in contemporary times. The main purpose will be to analyze the practices, representations and strategies of the various actors (states, political institutions, public opinion and faithful), in the face of the emergence of a plurality of modes of adherence to this denomination and the issues it raises.

Educational Objectives

- Gain knowledge of the dynamics that shape movements within Islam and deepen understanding of the diversity and complexity of these movements in international contexts.
- Expand the understanding of the complex relationship between modernity, religion, and secularism.
- Reach critical thinking of relations between the Muslim world and the West as well as between different Muslim communities.
- Practice comparative analysis.

Schedule

Week 1: Introduction to Islam

- Emergence and expansion of Islam, the 5 pillars of faith and fundamental concepts
- Overview of the relationship between religion and politics in Islam

Week 2: France and Islam: Chronicle of a Shared History

- Islam in the French colonies
- The irruption of Islam in French society
- Ways of adhering to Islam in France

Week 3: Islam, Secularism, and the French Republic

- The relationship between the state, religion, and the public sphere in France: can Islam be French?
- The debate on secularism and the veil

Week 4: The Contemporary Challenges of Islam in France

- Media Polarization
- The emergence of protesting currents
- Islamic orthopraxy in the context of secularization

Week 5: Islam in the Maghreb

- From neo-traditionalism to Islamic reformism: Maghreb Islam in the colonial era (Algeria, Tunisia, Morocco)
- Algeria: from nationalism to the emergence of Islamist protest

Week 6: "Moroccan Islam" and the Monarchy

- Speeches and practices of religious legitimization
- Islamic parties and political participation
- The limits of reform and democracy

Week 7: Islam in Tunisia: from State Gallicism to the Emergence of Political Islam

- The "domestication" of Islam in Tunisia in the era of Bourguiba and Ben Ali
- Women's rights: a standard of Tunisian secularization
- The Jasmine Revolution and the arrival of the Nahda

Week 8: The "Maghreb Arab Spring": Revolutions Completed?

- Hirak in Algeria
- The Tunisian model
- The reforms of Maghzen

Week 9: Islam in West Africa (Senegal and Mali)

- Colonial policies on Islam and Arab-Muslim education
- The relationship between colonial authority and marabout religious leaders in Senegal and Mali

Week 10: Religion and Politics in Contemporary Senegal

- The plurality of Islams in Senegal: between ritualism and pietism
- Brotherhoods in Senegal: a long-term popular base
- The 2000s - the emergence of political Islam: entry of Islamist parties into the National Assembly

Week 11: Mali challenges a transplanted rigorist Islam

- Historical overview of the importation of Islam into Mali
- A mosaic of practices
- The charismatic figures of Malian Islam in decline?
- The gradual installation of Wahhabism in Mali: between memberships and popular resistance?

Week 12: Jihadism in West Africa: What's at stake?

Assessment

- Class participation
- Oral presentation
- Midterm exam
- Final exam

Selected Bibliography

To be announced



POLITICAL CHALLENGES IN CONTEMPORARY FRANCE

APA Program: Paris

Language of instruction: French, prerequisite of at least B1 language level

US semester credits: 4.0

Term: Fall Semester 2020

Instructor: Sophie Enos-Attali

Course Description

This course on French political life and society is intended to facilitate the integration of students in their host country, giving them a good understanding of the political culture of France and, as far as possible, an inside look at the habits of the French. From this perspective, the prominent elements of French political life (the institutions of the Fifth Republic, the main political parties, foreign policy, European construction...) and socio-economic actuality (the place of the family, the social security system, inequalities...) are studied and social issues addressed (education, immigration, secularism...).

This course is based on the professorial instruction, the work provided by the students, as well as field study visits. In order to make the most of the topics covered, students are called upon to prepare sessions and field visits through compulsory readings and presentations, to engage in discussions with their host families, to share their knowledge and perceptions of French political life and society in progress, and to actively participate in the debates engaged in the classroom. A written and oral exam will provide additional assessment of the course.

Schedule

Part 1 - A complex political scene

- Historical panorama: from the Second World War to May 1968
- A look at French political culture
- The rise of populism, a French and European reality
- France, the engine of European construction
- States face the institutional triangle
 - Day in Brussels to discover the European institutions
- France and the United States, between admiration and rivalry

Part 2 - A fragmented society

- From the traditional family to marriage for all
- The French social security system
- The French in the face of socio-economic inequalities
- The reception of immigrants in France
- The Equal Opportunity Policy
- Secularism, a French model of respect for religious beliefs

Assessment

Each student must, as part of continuous assessment:

1. be diligent and attentive and actively participate in the class (25%)
2. make an oral presentation as part of a course or visit (15%)
3. write a dossier in connection with the study tour in Brussels (20%)
4. submit a written exam (20%)
5. complete an oral exam (20%)

Note:

- in accordance with the internal regulations, any absence must be justified (unjustified absences and repeated tardiness results in penalties)
- due dates for work must be respected (each day of delay results in a penalty of 1 point to the grade)
- plagiarism is not tolerated
- the exclusive use of the Internet and/or the use of participatory encyclopedias (such as Wikipedia) to conduct research is not accepted

Selected Bibliography

Maurie Agulhon, *La République. De Jules Ferry à François Mitterrand*, Hachette, 1997

Olivier Costa, Nathalie Brack, *Le Fonctionnement de l'Union européenne*, Presses de l'Université de Bruxelles, 2017 (rééd.)

Crozet, Yves, Dominique Bolliet, Jean Fleury. *Les Grandes Questions de la société française*, Armand Colin, 2005

Fassin, Didier, *Les Nouvelles Frontières de la société française*, La Découverte, 2009

William Edmiston et Annie Duménil, *La France contemporaine*, Cengage, 2016 (rééd.)

Thomas Ferenczi (dir.), *La Politique en France. Dictionnaire historique de 1870 à nos jours*, Larousse, 2004

Frémont, Armand, *France : géographie d'une société*, Flammarion, 2011

Galland, Olivier et Yannick Lemel (dir.), *La Société française : un bilan sociologique des évolutions depuis l'après-guerre*, Armand Colin, 2011

Héran François, *Le Temps des immigrés : essai sur le destin de la population française*, Seuil, 2007

INSEE, *France, portrait social*. 2018, en ligne : www.insee.fr/fr/statistiques/3646226

INSEE, *Tableaux de l'économie française*. 2018, en ligne : www.insee.fr/fr/statistiques/3353488

Magnette, Paul, *Le Régime politique de l'Union européenne*, Presses de Sciences Po, 2017 (rééd.)

Maurin, Louis, *Comprendre les inégalités*, Observatoire des inégalités, 2018

Noiriel, Gérard, *Gens d'ici, venus d'ailleurs, la France de l'immigration de 1900 à nos jours*, Ed. du Chêne 2004

Picq, Jean, *La Liberté de religion dans la République : l'esprit de laïcité*. Paris, Odile Jacob, 2014

Ribert, Evelyne, *Liberté, égalité, carte d'identité : les jeunes issus de l'immigration et l'appartenance nationale*, La Découverte, 2006

Wylie, Laurence et Jean-François Brière, *Les Français*, Prentice Hall, 2001

Site Internet, francoscopie.fr

Site Internet d'Eurostat, epp.eurostat.ec.europa.eu

Site Internet de l'Observatoire des inégalités, www.inegalites.fr/

Site Internet « Toute l'Europe », www.touteurope.eu

Site Internet de la Fondation Rober Schuman, www.robert-schuman.eu/fr/