



Boston University Study Abroad
Paris

CAS LF 344 / CAS HI 268 Postcolonial Paris

Credits: 4

Prerequisite: CAS LF 212, college 4th semester French, or placement test equivalence

Hub Units: Social Inquiry I
Historical Consciousness
Research and Information Literacy

Schedule: 16 two-and-a-half-hour sessions over 7.5 weeks
(2 weekly sessions + 2 additional sessions)

Course visits (examples):

- Musée du Quai Branly
- Paris mosque in the Latin quarter
- Parisian neighborhood la Goutte d'Or
- Cité Nationale de l'Histoire de l'Immigration

Course material:

- A course pack with all required readings (to be purchased by each student)

Assessment for the course:

- | | |
|--|-------|
| - Participation and preparedness | (10%) |
| - Oral presentation and written report | (20%) |
| - Essay (5 pages + appendix) | (20%) |
| - Visit Report (2 pages) | (10%) |
| - Midterm exam | (20%) |
| - Final exam | (20%) |

Out-of-class workload:

- Mandatory readings for each session. About 20 pages in French per week.
- Written report for each session reading
- In-depth research for the essay and for the visit report, including fieldwork, iconography and informative/academic sources, as well as reflection and methodological writing
- Research and reflection for the oral presentation

Student participation is essential during each class, which will include a mixture of discussion, lecture, debate, the viewing of film clips, and guided visits to notable sites in Paris. Students are expected to read the assigned texts before the class in which they will be covered.

The course, including seminars and visits, is conducted entirely in French.

I. COURSE DESCRIPTION

This course presents a postcolonial approach to the history of Paris, and France in general, at the nexus of colonial, immigration and urban histories. Throughout the course, students will examine both the history of French colonial expansion and the extent of its influence on French culture, as well as anticolonial movements in West Africa, the Maghreb and France. The history of immigration and emigration will be studied, with a focus on migrant housing and working conditions in the decades following colonial independence. Finally, the course will conclude by interrogating the political stakes of the colonial legacy in France and the social destiny of the “second generation”, notably through the lens of the unrest in 2005.

This course involves approaches related to ethnology, urban anthropology, urban history, political history, museology and sociology. Students will develop specific methodological skills related to the postcolonial history and social sciences in general. All these approaches will be introduced through formal methodological units and applied examples during lectures and visits.

Topic analysis: this course will insist on several key approaches such as

- How history can be viewed from different perspectives – French political power, foreign territory, international community, contemporary and present times;
- The importance of semantics (transnationalism vs internationalism; indigenous vs migrant, political use of rhetorical aspects such as understatements and censorship);
- Differentiating key actors such as international institutions, governments, syndicates, NGO's, political parties and movements, media, citizens and public opinion;
- Valid argumentation considering all sides, essay outline, open conclusion.

Sources interpretation and analysis: for each reading (as well as for the oral presentation), students will apply a rigorous method, which will be explained by the professor at the beginning of the course, including

- Presenting the author's expertise in the field (intellectual itinerary, research themes, etc.),
- Identifying the methodology used in the article (sources used, outline),
- Situating the historical context both in the subject of the article and in the period when the article was written,
- Identifying the main themes and issues raised by the article,
- Drawing a conclusion and a debate question raised by the article.

This will be supplemented with interpretation of statistics and data, as well as an analytical approach of primary sources, such as images, videos, maps, press articles, illustrations, their significance at the time and how they can be viewed today.

Neighborhood investigation: students are required to conduct an investigation of a neighborhood with the intention of trying to understand to what extent the area or site could be qualified as postcolonial, based on the method used by the professor during visits, including

- Ethnographic and anthropologic fieldwork (visit of the neighborhood, interviews of inhabitants/visitors, participative observation, photography),
- Research about the history of the neighborhood and of scientific articles related to the subject.

Museum critical analysis: guided visits by the professor will focus on aspects such as

- The history of the museum's creation, its initial purpose and the issues raised at the time,
- The way collections were assembled and the questions/issues this raises,
- The museography, that is, the way objects are presented (physical organization and textual support),
- The articulation between permanent and temporary exhibitions,
- The targeted audience and the actual visitors (observation on site) and the reception by the public opinion, press and scientific community.

Ethical discussion: class discussion following the readings, oral presentations, video clips and iconographic elements as well as lecture topics will encourage the expression of self experience and observation (comparison with familiar experience), and then will require students to distance themselves from this immediate or emotional reaction in order to gain perspective and reach an enlightened position.

II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Social Inquiry I (1 unit)

1. This course involves approaches related to ethnology, urban anthropology, urban history, political history, museology, sociology. Students will develop specific methodological skills related to the postcolonial history and social sciences in general. All these approaches will be introduced through formal methodological units and applied examples during lectures and visits.

Hub area: Historical Consciousness (1 unit)

1. Students write two essays, one about a Paris site/neighborhood related to postcolonial history, another about an object from a Parisian Museum related to colonial legacy, based on fieldwork and research, recounting the history of the neighborhood/object from the perspective of its colonial, migratory or postcolonial influences.
2. Students interpret primary sources such as images, photos, films, speeches, writings by analyzing their meaning and purposes at the time, notably focusing on semantics and underlying messages, and their perception today.
3. Topics covered in this course include, but are not limited to, key actors such as international institutions, governments, syndicates, NGO's, political parties and movements, media, citizens and public opinion, religious or ethno-social discrimination, colonialist and anticolonialism movements, transnationalism vs internationalism, the notion of "laïcité" and the 1905 French law on the separation between the Churches and the State, as well as Islam in France.

Hub area: Research and Information Literacy (1 unit)

1. Students are trained to use appropriate sources (reliable websites) for their research, to look for proper primary sources (archives such as testimonies, official documents, diaries, novels, autobiographies) as well as scholarly journals and chapters from academic volumes, to find sources representing a diversity of viewpoints. They interpret data, maps, statistics. Fieldwork includes active observation and/or, interviews requiring to ask the right questions and to preserve the person's anonymity..
2. Students formally analyze articles, following a specific method which includes presenting the author's expertise in the field, identifying the methodology used in the article (sources, outline), situating the historical context of the article subject and of the period when the article was written, identifying the main themes and issues raised by the article, drawing a conclusion and a debate question. Both essays require to formulate a leading theme, develop arguments based on findings and end with an open conclusion.

More specifically, by the end of this course, students will be able to:

- Recall and define major events in the history of colonization and decolonization in the French Empire,
- Explain and discuss key concepts related to postcolonial history as well as current issues and stakes related to the colonial past, such as the political use of memory and oblivion, as well as militant positions regarding colonial period oblivion, the place of Islam in France and the concept of "laïcité", religious, ethno-racial, social discrimination;
- Examine and interpret a museum through a critical perspective, by visiting and analyzing two Parisian museums related to colonial legacy and their collections and by focusing on a specific object for a visit report;
- Apply notions of urban anthropology, and explain the issues related to the concept of diversity as viewed by different players through the analysis of at least one Parisian cosmopolitan neighborhood, of its location, of its relation to different waves of immigration (postcolonial or otherwise);
- Apply a methodical approach to reading specialized historical or anthropological literature written in French or English, allowing identification of the main themes and issues raised, and produce oral and written reports showing an understanding of the texts' ideas and implications;
- Interpret primary sources such as images, photos, videos, writings by analyzing their meaning and purposes at the time and their perception today;
- Produce analytical essays written in French, based on research and involving valid argumentation, logical outline and enlightened conclusion;
- Engage in ethical and civil discussion in French and reflect about sensitive subjects such as discrimination, religion, colonial power, collective memory, by identifying moral or political issues or questions related to topics studied in class, acknowledge emotional reactions but refrain from them, in order to express arguments based on observations, comparisons, knowledge, using words with caution and taking all sides or points of view into consideration.

III. ASSESSMENT AND GRADING

Oral presentation and written report (20%)

Students give a 10-minute oral presentation on an academic article or book chapter, with an accompanying 2-page written report. Subjects and dates for each presentation are determined in discussion with the professor during the first week of class. This presentation is prepared through individual guidance by the professor.

Essay (20%)

Each student writes an essay of at least five pages (typed, double-spaced, appendix not included) in French on a monument, neighborhood or historical site in Paris, analyzing its postcolonial aspects. The essay is a descriptive narrative of the site or monument from the perspective of its colonial, migratory or postcolonial influences. Bibliography, images and maps validate the text. Examples of sites include the former *Palais des Colonies* and the Belleville or Goutte d'Or neighborhoods of Paris. The professor provides a list of suggestions during the first week of class. The writing of this essay is supported by the study in class of methodological aspects related to urban anthropology.

Visit report (10%)

Students write a report of at least two pages (typed, double-spaced) inspired by the visit to a museum. The report focuses on one item, which is presented through an account of its history from its fabrication to the present time, and analyzes the intellectual and aesthetic reasons for its presence in the museum. This report relies on readings studied in class and personal research and results in a questioning of the ways in which artifacts are exhibited and the importance attached to their history, most often related to the colonial period.

Midterm exam (20%)

This exam consists of an analytical comment about an article studied in class. Students have access to a dictionary during this exam.

Final exam (20%):

The final exam consists of a formal essay requiring in-depth reflection on a transversal question covering the entirety of the course. In order to give students time to nurture this reflection, the subject is given one week in advance. Students have access to a dictionary during this exam.

Participation and preparedness (10%)

Grading conversion (out of 100)

FINAL GRADE FOR THE COURSE				GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS											
93-100 :	A	77-79,5 :	C+	A+	=	97	B+/A-	=	89,5	C+/B-	=	79,5	D+/C-	=	69,5
90-92,5 :	A-	73-76,5 :	C	A/A+	=	96	B+	=	88	C+	=	78	D+	=	68
87-89,5 :	B+	70-72,5 :	C-	A	=	95	B/B+	=	86,5	C/C+	=	76,5	D/D+	=	66,5
83-86,5 :	B	69-60 :	D	A/A-	=	92,5	B	=	85	C	=	75	D	=	65
80-82,5 :	B-	59,5-0 :	F	A/A-	=	92,5	B/B-	=	82,5	C/C-	=	72,5	D/D-	=	62,5
				A-	=	91	B-	=	81	C-	=	71	D-	=	61
				A-/B+	=	89,5	B-/C+	=	79,5	C-/D+	=	69,5	F	=	55

BU Paris Attendance Policy

Our program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be considered to be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all of the semester.

1 absence (courses* or internship**)	= -1 point on your final grade
More than 3 unexcused absences	= F for the course
Unsubmitted written work Absence for a presentation or exam Plagiarism	= F (0 points) for the assignment in question

***Courses:** class sessions, exposé preparation, in-class presentation

** **Internship:** EUSA meetings, BU Paris workshops, work placement schedule

EXCUSED ABSENCES =

- Absence for illness excused by the *certificate of a French doctor*
- Internship interview
- OFII medical visit (must have *convocation*)
- Professional imperative that conflicts with academic workshop

Documentation to be submitted to buparis@bu.edu the day following the absence

TARDINESS

- The professor reserves the right to *not admit* a tardy student to class or to count a tardy arrival as either a **half or whole unexcused absence**.
- Late arrivals to class will impact the class **participation grade**.
- **Leaving class** before it ends is considered as tardiness.
- **Late submission** of written work will entail a penalty on the assignment grade.
- Written work submitted **more than a week late** or **after final exams** will not receive credit (grade =F).

Students who do not complete a course on time will be given an F.

There are **no withdrawals** from classes, the internship nor the internship course.

PLAGIARISM – OFFICIAL BU POLICY

Simply stated, plagiarism is taking another's work and presenting it as your own. It is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. It can take many forms, including reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasing common practice of purchasing and downloading work from the Internet "paper mills". Plagiarism applies to all media – printed matter of all kinds, video, audio, and oral presentation. Even unacknowledged paraphrasing or use of another's methodology, structure or management of material is plagiarism. You must use quotation when quoting even if you do the translating yourself.

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on the examinations or for plagiarism may be 'expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean'.

Read the full Academic Conduct Code online at: <http://www.bu.edu/academics/policies/academic-conduct-code/>

IV. INDICATIVE CALENDAR

Readings for each session will be specified in the updated syllabus students will receive once in Paris.

Session 1.

INTRODUCTION

- Course presentation
- Traces, memory and oblivion of the colonial past in the city
- Methodology: main methods used in social sciences research ; how to analyze an article

Session 2.

COLONIALISM, POWER AND KNOWLEDGE

- Historical landmarks: Paris, capital of an empire of varying size
- Connections and transactions: current approaches in the historiography of colonization
- Methodology: how to write an essay

Session 3.

COLONIAL REPRESENTATIONS

- The Empire at its climax : the Colonial Exhibition of 1931
- The different ethnographic museums established in Paris (end of 19th to 21st centuries)
- Methodology: how to critically analyze an ethnographic museum

Session 4.

VISIT: MUSEE DU QUAI BRANLY

Session 5.

PARIS, ANTI-IMPERIAL CAPITAL

- Anticolonial movements and decolonization processes
- Paris, hub of intellectuals and activists

Session 6.

THE ALGERIAN WAR IN PARIS

- Algerian nationalist movements and their roots in immigration
- Surveillance and repression: the Paris massacre of 17 October 1961 and its memory
- Excerpts of the film *Octobre à Paris* by Jacques Panijel, 1973
- Guidance for visit report
 - **Oral presentation 1**

Session 7.

FROM BEING COLONIZED TO BEING "MUSLIMS"

- "Islam français" from the interwar period up to the 1950s, and a presentation of its sites in the greater Paris region
- Preparation of the visit to the Mosquée de Paris
- Methodology: how to analyze a neighborhood from anthropological and historical perspectives
 - **Oral presentation 2**
 - **Visit Report due**

Session 8.
VISIT: MOSQUEE DE PARIS

Session 9.
MIDTERM EXAM
ROUND TABLE ABOUT ESSAYS

Session 10.
IMMIGRANT NEIGHBORHOODS AND 'BANLIEUES': SOCIAL AND RACIAL SEGREGATION IN GREATER PARIS

- Preparation of the visit to La Goutte d'Or
- Historical landmarks relating to the social and immigrant geography of Paris and the surrounding area in the 20th century
 - **Oral presentation 3**

Session 11.
VISIT: LA GOUTTE D'OR (PARISIAN NEIGHBORHOOD)

Session 12.
PARIS, CITY OF IMMIGRATION: 1. THE WORKFORCE

- Presentation on the waves of labor migration, immigrant working conditions, and the struggles in the 1960s and 1970s
- The case of the former Renault car factories in Boulogne-Billancourt
 - **Oral presentation 4**

Session 13.
PARIS, CITY OF IMMIGRATION: 2. LIVING CONDITIONS

- Social history of the housing conditions of North and West African migrants in Paris
- Focus on housing targeted at single men, and their political struggles, based on maps and iconographic documents
 - **Oral presentation 5**

Session 14.
VISIT: CITE NATIONALE DE L'HISTOIRE DE L'IMMIGRATION

Session 15.
(POST)COLONIAL MEMORIES AND IMMIGRANT MEMORIES

- The resurgence of colonial memories in French public debates during the 2000's
 - **Oral presentation 6**
 - **Essay due**

Session 16.
CONCLUSION

FINAL EXAM

V. INDICATIVE BIBLIOGRAPHY

ACADEMIC JOURNALS

The main scholarly journals on colonial and post-colonial studies are:

French Historical Studies: <http://fhs.dukejournals.org/>

French Politics, Culture & Society: <http://journals.berghahnbooks.com/fpcs/>

French Studies: <https://academic.oup.com/fs>

The Journal of Imperial & Commonwealth History: <http://www.tandfonline.com/toc/fich20/current>

Postcolonial Studies: <http://www.tandfonline.com/loi/cpcs20>

ADDITIONAL READINGS

Beaud, Stéphane, *La France des Belhoumi*, Paris, La Découverte, 2018.

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

Cooper, Frederick and Ann Laura Stoler, *Repenser le colonialisme*, Paris, Payot, 2013.

Davidson, Naomi, *Only Muslim: Embodying Islam in Twentieth-Century France*, Ithaca: Cornell University Press, 2012.

Dedieu, Jean-Philippe, *La parole immigrée. Les migrants africains dans l'espace public en France, 1960-1995*, Paris, Klincksieck/Les Belles Lettres, 2012.

Dewitte, Philippe, *Les mouvements nègres en France, 1919-1939*, Paris, L'Harmattan, 1985.

Edwards, Brent Hayes, *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism*, Cambridge, Harvard University Press, 2003.

Edwards, Brent Hayes, *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism*, Cambridge, Harvard University Press, 2003.

Fernando, Mayanthi L., *The Republic Unsettled: Muslim French and the Contradictions of Secularism*, Durham, Duke University Press, 2014.

Gandoulou, Justin-Daniel, *Au cœur de la Sape: mœurs et aventures des Congolais à Paris*, Paris, L'Harmattan, 1989.

Goebel, Michael, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism*, New York, Cambridge University Press, 2015.

Gordon, Daniel A., *Immigrants & Intellectuals: May '68 & the Rise of Anti-Racism in France*, Pontypool, Merlin Press, 2012.

Jennifer Anne Boittin, *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris*, Lincoln, University of Nebraska Press, 2010.

Jules-Rosette, Bennetta, *Black Paris: The African Writers' Landscape*, Urbana, University of Illinois Press, 1998.

L'Estoile, Benoît de, *Le Goût des autres. De l'Exposition coloniale aux arts premiers*, Paris, Flammarion, 2007.

Mucchielli, Laurent and Véronique Le Goaziou, eds., *Quand les banlieues brûlent: Retour sur les émeutes de novembre 2005*, Paris, La Découverte, 2007.

Ndiaye, Pap, *La Condition noire*, Paris, Calmann-Lévy, 2008.

Noiriel, Gérard, *Le Creuset français. Histoire de l'immigration (XIXe-XXe siècle)*, Paris, Seuil, 1992.

Price, Sally, *Paris Primitive: Jacques Chirac's Museum on the Quai Branly*, Chicago, University of Chicago Press, 2007.

Rosenberg, Clifford D., *Policing Paris: The Origins of Modern Immigration Control between the Wars*, Ithaca, Cornell University Press, 2006.

Sayad, Abdelmalek (with Eliane Dupuy), *Un Nanterre algérien, terre de bidonvilles*, Paris, Autrement, 1998.