

Columbia University  
Undergraduate Programs in Paris

COURSE TITLE

**Colonization and Post-colonial Immigration in the French Context :  
History, Legacy and Contemporary Debates  
Columbia Summer Program 2018**

**INSTRUCTOR : Professor Laure BLEVIS**

**CONTACT : [lblevis@parisnanterre.fr](mailto:lblevis@parisnanterre.fr)**

**Course Description**

This class will explore the political, historical and sociological aspects of (post) colonial immigration in France. We will examine specifically how immigrants have shaped the history and the construction of French society and in return were the subjects of permanent debates, exclusion and discriminatory practices. Special attention will be given to the discussion of the gap between myths, discourses and reality : while claiming for homogeneity and integration, French society remains at least partially characterized by ethnic diversity and racial or social exclusion, exemplified by the discriminations against non-European immigrations or by the sub-urban ghetto.

Post-colonial immigration is also the best entry to question the complex and often passionate relationships of France with its former colonies.

Adopting a pluridisciplinary approach, this course aimed to introduce the students to the complexity of French debates and controversies regarding post-colonial migrants, in order to enable them to participate freely to daily discussions with French people and make them have the full experience of Paris life.

The sources examined in class are manifold : academic and scientific articles from historians, sociologists or political scientists, but also some primary sources : press (the students are asked to do a weekly press review on subject related to race and immigration), films, legal texts, historical documents or photographs. The idea is always to combine theoretical approach with empirical data and analyses.

### **Class visits and Field Trips**

Several visits and excursion will be organized throughout the program in order to take full advantage of the students presence in Paris. This includes Museum and historical Monuments visits, Field trips in Paris and the colonial/immigration legacies, but also theater plays and, depending on the program, cinema theater or summer festivals.

All excursions are mandatory and are an integral part of the course.

### **Course materials and if applicable bibliography**

In addition to the course handbook provided by the Columbia in Paris staff and compiled by your instructor, students must purchase and read Emmanuel Blanchard, *Histoire de l'immigration algérienne en France (1900-1990)*, Repères, La Découverte, 2018.

### **Weekly home preparation**

Students are expected to prepare in depth the session reading : verifying all the vocabulary, biography of the authors, preliminary research on the issues of the discussion.

Press review : for each session, students are supposed to have selected in the French press one article, freely chosen, on a subject related to Race and Immigration and to present it in class. This implies to do some home research on the subject in order to explain to other students the issues at stake. The press review is an integral part of the course.

### **Evaluation and Course Policies**

Weekly Readings, press reviews and Class Participation : 30% of the final grade

Oral presentation : 20%

2 research papers (1 on an assigned subject 5 pages, a final one on a personal research subject 8-10 pages) : 50%

Students are expected to attend all class sessions and excursions, to complete all readings assessments.

Three misses or more entail a fail (F).

### **COLUMBIA UNIVERSITY FACULTY STATEMENT ON ACADEMIC INTEGRITY**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with

ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

➤ In practical terms, this means that, as students,

- you must be responsible for the full citations of others' ideas in all of your research papers and projects
- you must be scrupulously honest when taking your examinations
- you must always submit your own work and not that of another student, scholar, or internet agent
- **In case of plagiarism, the student's assignment will be directly sent to the Director of the program and an F will be attributed to that particular assignment**

## **COURSE PROGRAM : 8 weeks**

### **Chapter 1 : Introduction**

**June 5. Introduction** to the class: explanation of rules, class structure, assignments and grading, exposé, press review, sign-up and discussion regarding expectations for the final paper, methodology  
Presentation of the course: Themes, vocabulary and concepts : Immigration, *Etrangers*, Native (*indigène*), *réfugié*, *sans-papier*...

Primary sources : Elements of statistics from INSEE.

### **June 7 : NOT A TEACHING DAY**

### **June 12. Immigration debates in regards to the French Model of Integration and its limits**

•Gérard Noiriel, « Français et étrangers » in Pierre Nora, *Les Lieux de mémoire*, Paris, Gallimard, 1988, tome 3, pp. 275-319.

•Dominique Schnapper, « L'échec du « modèle républicain » ? Réflexion d'une sociologue », *Annales. Histoire, Sciences Sociales*, vol. 61e année, no. 4, 2006, pp. 759-776.

Primary sources : Press articles

### **Chapter 2. A long history of Immigration**

### **June 14 .Field Trip : Musée National de l'Histoire de l'Immigration**

•Marie-Claude Blanc-Chaléard, « Une cité nationale pour l’histoire de l’immigration. Genèse, enjeux, obstacles », *Vingtième siècle*, n°92, 2006, p. 131-140.

### **June 15**

• Marie-Claude Blanc-Chaléard, *Histoire de l'immigration*, Repères, 2001, chap. 1 et 2, pp. 5-38.

•Gérard Noiriel, « L’immigration : naissance d’un “problème” (1881-1883)», *Revue Agone. Histoire, politique et sociologie*, n°40, 2008, Marseille, p. 15-41.

Primary sources : analysis of photographs from the exhibition of MNHI

### **Chapter 3 : Post-colonial immigration and citizenship**

#### **June 19. Citizenship and Nationality in France**

•Weil Patrick, « Nationalité : l'originalité française. », *Études* 3/2003 (Tome 398) , p. 321-331.

•Weil, Patrick. « Histoire et mémoire des discriminations en matière de nationalité française », *Vingtième Siècle. Revue d'histoire*, vol. no 84, no. 4, 2004, pp. 5-22.

•Fassin Didier, et Sarah Mazouz. « Qu'est-ce que devenir français ? La naturalisation comme rite d'institution républicain », *Revue française de sociologie*, vol. vol. 48, no. 4, 2007, pp. 723-750.

Primary sources : analysis and comparison of 1889, 1927 and 1993 laws on nationality

#### **June 21. The *indigène*, neither a foreigner nor a citizen**

•Laure Blévis, «Des “indigènes” en métropole ? Catégories coloniales et catégories métropolitaines » in Laure Blévis, Hélène Lafont-Couturier, Nanette Snoep et Claire Zalc (sous la dir. De), *1931. Les étrangers au temps de l'Exposition coloniale*, Paris, Gallimard, 2008.

• Alexis Spire, « Semblables et pourtant différents », *Genèses*, 2003/53, p. 48-68

Primary sources : Archives : examples of naturalization files from colonial subjects

### **Chapter 4. Colonization, Race and National Identity**

**June 22.** Emmanuelle Saada, « Citoyens et sujets de l'Empire français. Les usages du droit en situation coloniale », *Genèses*, vol. no53, no. 4, 2003, pp. 4-24.

•Larcher, Silyane. « L'égalité divisée. La race au cœur de la ségrégation juridique entre citoyens de la métropole et citoyens des « vieilles colonies » après 1848 », *Le Mouvement Social*, vol. 252, no. 3, 2015, pp. 137-158.

Primary sources : the legal battle of African veterans for pension equality (Press articles and court

judgement/ Arrêt Diop)

## **June 26**

Film : *Indigènes*, Rachid Bouchareb

1rst paper due

## **June 28 NOT A TEACHING DAY**

### **Chapter 5. Algerian Immigration: an exemplary immigration?**

**June 29.** Abdelmalek Sayad, *La double absence. Des illusions de l'émigré aux souffrances de l'immigré*, Paris, Seuil, 1999 (esp. Chap. 3 "Une immigration exemplaire").

**July 3.** Muriel Cohen, 2017, "L'immigration algérienne post-indépendance : l'enracinement à l'épreuve de l'exclusion", *Le Mouvement Social*, n°258, p. 29-48.

### **Chapter 6. Colonial past and present**

#### **July 5 : Field trip : visit of the Grande Mosquée de Paris**

**July 6 :** • Saada, Emmanuelle. «Un racisme de l'expansion. Les discriminations raciales au regard des situations coloniales », *De la question sociale à la question raciale ? Représenter la société française*. La Découverte, 2006, pp. 55-71.

• Bayart, Jean-François, et Romain Bertrand. « De quel « legs colonial » parle-t-on ? », *Esprit*, vol. décembre, no. 12, 2006, pp. 134-160.

Primary Sources : Press review on the controversy regarding muslim women's veil. Communication campaign of immigrants movements referring to colonial past (*parti des indigènes de la République*)

### **Chapter 7. Visibility or Invisibility of ethnic or religious Communities ?**

#### **July 17. The debate on racial statistics**

• Patrick Simon, « Les statistiques, les sciences sociales françaises et les rapports sociaux ethniques et de « race » », *Revue française de sociologie*, vol. vol. 49, no. 1, 2008, pp. 153-162.

• Alain Blum. « Diversité des classifications, richesse des histoires et des territoires », *Le retour de la race. Contre les " statistiques ethniques "*, éditions de l'Aube, pp.88-96, 2009.

**July 19. What is to be black in a "Color-Blind State"?**

•Pap N'Diaye, « Questions de couleur. Histoire, idéologie et pratiques du colorisme », *De la question sociale à la question raciale ? Représenter la société française*. La Découverte, 2006, pp. 37-54.

•Larcher, Silyane. « Troubles dans la « race ». De quelques fractures et points aveugles de l'antiracisme français contemporain », *L'Homme et la société*, vol. 198, no. 4, 2015, pp. 213-229.

**Film : *Bienvenue à Marly-Gomont*, Julien Rambaldi and Kamini Zantoko**

*Final paper to hand in*

### **Short Biography of Laure Blevis**

Maître de conférences (Assistant Professor) in Sociology, University Paris Nanterre

PhD in Political Sciences, *Institut d'Etudes Politiques* of Aix-en-Provence, 2004.

Her research interests focuses on the history of French colonization and immigration, with a special interest in the question of legal statuses and discriminations.

#### **Among her recent publications :**

1931. *Les étrangers au temps de l'Exposition coloniale*, Paris, Gallimard, 2008 (avec Hélène Lafont-Couturier, Nanette Snoep et Claire Zalc)

« Un procès colonial en métropole ? Réflexions sur la forme « procès » et ses effets en situation coloniale », *Droit et société*, vol. 89, no. 1, 2015, pp. 55-72.

« La situation coloniale entre guerre et paix. Enjeux et conséquences d'une controverse de qualification », *Politix*, 2013/4, n°104, pp. 87-104.

« En marge du décret Crémieux. Les Juifs naturalisés français en Algérie (1865-1919) », *Archives Juives*, 45(2), 2012.

« CFTC/CFDT Attitudes Towards Immigration in the Parisian Region : Making Immigrant Workers' Conditions a Cause », *Urban Studies*, 49 (3), 2012, 467-487 (avec Eric Pezet).

#### **Teaching Experience in English and/or for American Students**

Since 2006 : University of South California, Paris Program : “French Society and Politics”, class in French and English

Since 2018 : University of Paris Nanterre, “Social Movements and democracy”.