COURSE SYLLABUS

January Immersion, Paris, France 2016
January 4-16, 2016

Dr. Paul N Toure, Assistant Professor of French
Department of Modern Languages

GENERAL COURSE INFORMATION

Course Title: Experiencing Democratic Citizenship in Paris, France: Human Rights, Immigration, and Race
Course ID: IN 350
CRN: TBA
Term: January Immersion, Paris, France 2016
Dates/Time: January 4-16, 2016
Time: 9AM-7PM
Location: Paris
Credit Hours: 3

INSTRUCTOR AND TRAVEL INFORMATION

Professor: Dr. Paul N Toure
Modern Languages
Office: SH 426A
Email: ptoure@mail.millikin.edu
Telephone: 2174246258

MU security phone: 217464 8888
PURPOSE OF THE COURSE

Course Description:

The main objective of this January 2016 Immersion is the study of immigration as global phenomenon in the largest city of France: Paris. We aim to give to Millikin University’s students the opportunity to discover the city of Light as a global, cosmopolitan, and cultural attraction. This travel course involves practical learning features on the topic of immigration: by allowing these students to live and experience the French lifestyles, we want them, as democratic citizens, to be able to demonstrate knowledge about France in its main aspects: migrant, transnational, historic, intellectual, cultural, educational, artistic, and touristic. In a multicultural and transatlantic perspective, we aim to study these elements: the first key element is to explore the historical features that made Paris the City of Light. The second element is to study the afro-Parisian perspective of Paris. We will study immigration by also focusing on the sub-Saharan African and North African francophone cultures. We will thus discuss the impact of globalization and postcolonial immigration on French lifestyle in order build up students’ ability to understand what it mean to be a democratic citizen in a global environments such as Paris.

Course Learning Goals, Outcomes & Objectives:

The main objective of this January 2016 Immersion is the study of human rights, race, culture and immigration as global phenomena in the largest city of France: Paris. Millikin University’s students will have the opportunity to discover the city of Light as a global, cosmopolitan, immigrant city, and as an important source of thinking and action on the fundamental rights of human beings around the world. Since the Declaration of the Rights of Man, Paris and France have been vibrant touchstones for diversity, social justice, and cultural hybridization; Paris's Enlightenment roots as the “City of Light” parallel its need to solve the profoundly challenging issues of belonging and identity in the face of immigration, race, and globalization. In this travel course students will experience the diversity of life in multicultural Paris while learning about the city's historical and current importance for creating a better world. Our key learning goal is to have students, as democratic citizens, to: experience life across significant cultural and linguistic borders; and demonstrate knowledge about France in its main aspects—migrant, transnational, historic, intellectual, cultural, educational, artistic, and touristic. Approaching Paris from a multicultural and transatlantic perspective, we focus on two key elements. The first is to explore the historical features that made Paris the City of Light and a city devoted to the fundamental question of what it means to be human. The second element is to study the afro-Parisian perspective of Paris. We will study immigration
by also focusing on the sub-Saharan African and North African francophone cultures. We will thus discuss the impact of globalization and postcolonial immigration on French lifestyle in order build up students’ ability to understand what it mean to be a democratic citizen in a global environments such as Paris, and what commitments to human rights means.

**MU statement about Democratic citizenship in the sequential program (March 25, 2010)**

A democratic society is a collaborative and participatory enterprise in which the legitimacy of public authority rests on the consent of the citizenry. Responsibilities of democratic citizenship include voting, demonstrating knowledge about public affairs, engaging in civil discourse, understanding and actively participating in democratic political processes, being able to analyze and evaluate news and information, cultivating and effectively advocating opinions on matters of public policy, understanding and evaluating diverse opinions, supporting free speech, being involved in community service that addresses public problems, and recognizing that an individual’s actions affect the world, whether for good or for ill.

**University Studies Learning Goals:**

**IN 350. Global Issues** (3) Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisite: junior standing.

Learning Outcome Goals:
1. analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on your responsibilities as a democratic citizen in a global environment.

**B. Specific Learning Outcome goals for January 2013 Immersion in Paris**

1-After finishing all their class artefacts and evaluations, students should be able to better identify, discuss, and understand the global importance of immigration, and racism issues that affect the French society.

2-Students should be able to collect, analyze, and critically evaluate *in situ* the main characteristics of African and Arabic cultures during their stay in Paris.

3-They should also have the skills to evaluate and achieve a comprehensive view of the reciprocal influence of French (western culture) and francophone cultures (non-western culture) in France.
4- Students should demonstrate knowledge about illegal migration from sub-Saharan Africa and North African in a global environment such as Paris.

5- Ethical reasoning on democratic citizenship: In their essay, students should be able to demonstrate in their essay (8-12 pages) how to accomplish democratic citizenship. They should show their ability to evaluate diverse opinions, by being able to present their own arguments and understand opposite arguments regarding the global issue of immigration in the French society. The following notions will be used in their respective reflection: migrant women, racism, integration, diversity, the place of legal/illegal migrants in the French society.

LEARNING ENVIRONMENT

This course will be taught in the city of Paris, France

Required Books from the bookstore:


Course Materials from the department:


The following articles will be used:
“The question of immigration” (p. 10-19)
“Racism/anti-racism” (118-126)
“Law, transgressions and the crisis: ‘les clandestins’” (133-140)

Other readings from the specialized web site on GLOBAL ISSUES:
http://www.globalissues.org

Anup Shah. Effects of Immigration: benefits and drawbacks
<http://www.globalissues.org/article/537/immigration#EffectsofImmigration>

Amanda Wilson. Workers Send More Money Home, Surpassing Development Aid

Matt Carr. Calais (France) Draws More Refugees, And Trouble
Thalif Deen. For International Migrants, It May Be the Worst of Times
<http://www.globalissues.org/news/2011/10/06/11433 >


A. D. McKenzie. France: Burqa Ban May Prove Counter-Productive

## COURSE SCHEDULE & PLANS

Course Organization, Landmark Events & Due Dates*

<table>
<thead>
<tr>
<th>DATE</th>
<th>IMPORTANT INFORMATION</th>
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<tbody>
<tr>
<td>January 4</td>
<td>Flight to Paris, France</td>
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<tr>
<td></td>
<td>All travelers to meet at the Chicago O’Hare airport at 2:00pm</td>
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<tr>
<td>January 5</td>
<td>Transfer by bus from the airport to your hotel in Paris</td>
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<td>Purchasing of public transportation pass for the entire stay in Paris</td>
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<td>First fresh impression of Paris:</td>
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<td>10:00-11: am: Paris-Story le film: The multimedia interactive museum about Paris</td>
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<td>1:00 am: Sightseeing bus tour on the famous Les cars rouges or L'Open tour</td>
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<td>Welcome diner in a Paris’s restaurant</td>
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<td>January 6</td>
<td>Breakfast at the hotel</td>
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<td>8:00 AM: Public transportation during the day</td>
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<td>Guided tour of Le Musée le Louvre, Musée d’Orsay and Georges Pompidou Centre</td>
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<td>January 7</td>
<td>Breakfast at the hotel</td>
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<td>8:00 AM: Public transportation during the day</td>
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<td>9:00-4:00PM: Guided tour of the Chateau de Versailles</td>
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<td>5:00PM Activity 1: scavenger hunt:</td>
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<td>Possible Locations: Grande Arche de la Défense, place de la Concorde, hôtel de ville, Château de Vincennes ; la Bibliothèque Nationale de France Mitterrand ; Champs-Elysées ; la Place de l’Etoile ; Picasso Museum ; Modern art Museum of Paris ; Place des Vosges ; La place de la Bastille ; Cité des Sciences et de l’Industrie…</td>
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| January 8 | Breakfast at the hotel  
8:00 AM: Public transportation during the day  
9:00 AM: Guided tour I of *la Cité nationale de l’histoire de l’immigration*  
2:00PM: **Activity 2**: scavenger hunt:  
Possible Locations: Grande Arche de la Défense, place de la Concorde, hôtel de ville, Château de Vincennes; la Bibliothèque Nationale de France Mitterrand; Champs-Elysées; la Place de l’Etoile; Picasso Museum; Modern art Museum of Paris; Place des Vosges; La place de la Bastille; Cité des Sciences et de l’Industrie…  
5:00PM: Guided tour of the *Tour Eiffel* | **Presentations 1**: short presentation at the end of the day |
| --- | --- |
| January 9 | Breakfast at the hotel  
8:00 AM: Public transportation during the day  
9:00PM: Guided tour of *Barbès, Château Rouge, and Château- d’Eau (headquarters of the CRAN)*  
2:00PM: Guided tour of *La grande mosquée de Paris and L’institut du monde Arabe*  
5:00PM: **Activity 3**: scavenger hunt:  
Possible Locations: Grande Arche de la Défense, place de la Concorde, hôtel de ville, Château de Vincennes; la Bibliothèque Nationale de France Mitterrand; Champs-Elysées; la Place de l’Etoile; Picasso Museum; Modern art Museum of Paris; Place des Vosges; La place de la Bastille; Cité des Sciences et de l’Industrie… |
| January 10 | Breakfast at the hotel  
8:00 AM: Public transportation during the day  
**Nothing is scheduled today. Students can perform their own activities of discovery of Paris** |
| January 11 | Breakfast at the hotel  
8:00 AM: Public transportation during the day  
9:00PM: Guided tour of *la Sorbonne, le Collège de France, and the panthéon.*  
3:00PM: Guided tour of *La Cathédrale Notre Dame.*  
**Activity 4**: scavenger hunt:  
Possible Locations: Grande Arche de la Défense, place de la Concorde, hôtel de ville, Château de Vincennes; la Bibliothèque Nationale de France Mitterrand; Champs-Elysées; la Place de l’Etoile; Picasso Museum; Modern art Museum of Paris; Place des Vosges; La place de la Bastille; Cité des Sciences et de l’Industrie… |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 12</td>
<td>Breakfast at the hotel</td>
<td>Public transportation during the day, Guided tour of French Army Museum and the Napoléon tomb</td>
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<td>4:00 PM : Guided tour of <em>Le Palais et le jardin du Luxembourg</em></td>
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<td><strong>Activity 5:</strong> scavenger hunt</td>
<td>Possible Locations: Grande Arche de la Défense, place de la Concorde, hôtel de ville, Château de Ville, Bibliothèque Nationale de France Mitterrand, Champs-Elysées, la Place de l’Etoile, Picasso Museum, Modern art Museum of Paris, Place des Vosges, La place de la Bastille, Cité des Sciences et de l’Industrie…</td>
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<tr>
<td>January 13</td>
<td>Breakfast at the hotel</td>
<td>Public transportation during the day, Nothing is scheduled today. Students can perform their own activities of discovery of Paris</td>
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<tr>
<td>January 14</td>
<td>Breakfast at the hotel</td>
<td>Public transportation during the day, Guided tour of Fontainebleau Castle (50 minutes away from Paris)</td>
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<td><strong>Presentations 3:</strong></td>
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<tr>
<td>January 15</td>
<td>Breakfast at the hotel</td>
<td>Public transportation during the day, Last sightseeing boat tour on the popular <em>Bateaux Mouches</em> or the batobus Paris</td>
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<tr>
<td>January 16</td>
<td>Breakfast at the hotel</td>
<td>Transfer by bus to the airport in Paris, Departure from Paris airport to the USA</td>
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* The professor reserves the right to modify dates and/or assignments if the need arises. Any changes to this document will be announced in advance.

**HOW LEARNING WILL BE ASSESSED**

1- **Pre-departure sessions** at MU (3 hours): 2 sessions of 90 MN: The instructor will teach students some cultural elements. In these courses, required reading will be presented. He will also introduce notions such as “cultural differences” and “cultural understanding.” During these sessions, general information and directions about the travel will be given to students

2- **Sites Visits:** Museums, monuments, Gardens, famous historical places and boulevards, African and Arabic cultures neighborhoods in Paris.
3- **Scavenger hunts**: in this discover game about Paris, individuals or teams will try to locate art piece, take pictures of sites or neighborhoods, and search for miscellaneous items that the instructor will indicate before each hunt.

4- **Photo journal (reflective writing)**: Details comments, impressions, surprises, shocks, contrasts or similarities between French, African, and American societies and cultures. The reflective writing will be accompanied with pictures taken by students. You may ask yourself questions such as: Why this neighborhood, this monument, this piece of art puzzles me so profoundly? Why these people seem to be so different from me? I did not know that such and such thing was like that, why?

5- **Presentations**: Students will make two presentations: A short one 2 days upon the arrival in Paris, and a longer one a few days before the end of the immersion.

6. **Essay**: The essay is on the topics of immigration in France, and it is due a week upon the return from Paris)

   <http://online.wsj.com/article/SB10001424052970204518504574417060138906916.html>

8. **Research Essay: Ethical reasoning on Democratic Citizenship**

   In many Western countries like France and the United States, some people, in demonstrating their responsibilities as democratic citizens, think that immigration flows should be restricted. They give the arguments that their countries are currently having serious problems, including education, unemployment, economic crisis, and crime. Therefore, their countries should not have to deal anymore with political, social, and economic turmoil associated with influx of thousands of new immigrants, be they legal or illegal. Do you agree or disagree with this viewpoint? As democratic citizen from the US who has directly dealt with French migrant experience in your travel, how should the global issue of immigration should be treated in France?

   In your research essay (8-12 pages, including the bibliography page (s)), you should use ethical reasoning to analyze and reflect on this issue. Remember that it is important to give specific reasons to support or to refute the position above. Use your own arguments and the different or opposite positions given in the required texts. You are required to use at least 6 to 8 primary and secondary sources given here.
Assignments & Semester Grading Weight
Your final grade of this immersion course will be based on the following

- Pre-departure sessions: 10%
- Visits: 20%
- Scavenger hunts: 10%
- Reflective writing (Journal): 15%
- Presentations: 15%
- Research Essay: 30%

Millikin University Syllabus Student Guidelines
for All Courses

TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

Distance Delivery Components

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support.

Please visit <http://millikin.libguides.com/ed-tech> for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

University Commitment to Student Success

Millikin University is committed to the success of all students. As such, the University provides a wealth of services devoted to academic support. The Office of Student Success serves as the hub for these services. The Office of Student Success is located on the lower level of Staley Library. Services include:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
• One on One Advising
• Major Change Assistance
• Development of Personalized Academic Growth and Success Plans
• Support of Exploratory Studies majors
• Support for students on Academic Probation or Progress Warning
• Accommodations for Students with special learning needs
• Online Resource Library

In addition to the Office of Student Success, the University Writing and Math Centers (both located in Staley Library) offer students intensive support in these subject areas.

Students who are in need of additional academic assistance are also assigned a Student Development Advisor. These advisors work with academic advisors to ensure students receive the attention they need in all aspects of their University experience.

**Academic Integrity Standards**

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- A letter in the student’s academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
• Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

The complete policy may be found at <http://www.millikin.edu/handbook>.

Disruptive Behavior Policy

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class on a temporary basis and referred to Student Development.

Dropping a Course and the University Withdrawal Policy

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar’s Office to complete the necessary procedures and forms. Students who withdraw from the University will receive a refund of charges assessed by the University through the refund schedule posted in the Academic Bulletin. After week six of any given semester, there is no refund. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

Course Evaluations

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching environment and students should feel comfortable giving thoughtful, honest feedback without fear of retaliation.