

LNDN PSCI 4450

Islam, Politics and Britain: A Case Study of London's East End



Course Description

In the early twenty-first century, the religious, cultural, and ethnic diversity of British society remains highly relevant, controversial, and often politically-charged. This course examines how this complex diversity shapes and defines our understanding of modern Britain, through a specific focus on Muslim communities in London and the nature of their interactions with wider society. Students analyse the ways in which imperialism and its legacy, as well as Britain's global relationships, have influenced political policies and social attitudes toward multiculturalism and Muslim groups in particular. Emphasis is placed on an analysis of intercultural relations and how they have shaped the political landscape, ideas about the meaning of Britishness, and citizenship debates. Theories of the ways in which cultural 'subjects' are constructed, contested, and negotiated are examined in relation to the racial ideologies that characterised British imperialism and continue to shape post-colonial society. Main themes include: the politics of immigration and race relations; varieties of experience among ethnic groups; gender, religion and politics; Islamic artistic and cultural forms; representations of Muslim communities within British culture and the media; the construction and expression of ethnic identities; violence and racial oppression; and the rise and consequences of Islamic fundamentalism.

Taking advantage of our location, the course highlights spaces of diaspora identity in London, such as Banglatown in Spitalfields, and the west London borough of Southall. We also examine the social, economic and cultural impact of ethnic diversity and Islamic culture upon the urban environment, focusing on architecture, commerce, style, food cultures, and religion within the cityscape. Explorations of the city's neighbourhoods, galleries, museums, and cultural venues allow students to more fully understand the complex political and social relations that have shaped and continue to characterize multicultural Britain.

Course Aims

This course is designed to introduce students to key themes in the development of multiculturalism and Muslim Britain in particular. Emphasis is placed on creating a context in which to understand both the personal and collective experiences of ethnic communities from a wide range of cultural, religious, ethnic, and national back-grounds. Students are encouraged to understand contemporary race relations in Britain through their own observations and travel experiences in the UK, which are subsequently integrated into class discussion and assessment. Through seminar discussions, field classes, and the interpretation of a variety of sources, including personal narratives, literature, film, government reports, and secondary texts, students will further develop their analytical skills and ability to engage in critical debate. Written work will enable students to conduct research, devise complex arguments, and present their findings to the class. The course better enables students living in London to understand critically the cultures in which they are immersed.

Requirements and Prerequisites

N/A

Learning Outcomes

- a. Students will be able to understand the **social dynamics** of different ethnic communities coexisting in both the **urban environment** as well as the host country as a whole.
- b. Students will explore and reflect on **diversity** in the **urban environment** of their host city and country.
- c. Students will discuss and analyse in both written and verbal formats the importance of field studies and texts to their understanding of Islam and Muslims in Britain.
- d. Students will be able to demonstrate their ability to critically and neutrally analyze issues pertaining to racial relations.
- e. Students will develop their academic writing skills as well as their oral skills in both class discussions and presentation.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

The classes will include discussions and exercises based on the readings assigned for each class. Some classes would be accompanied by PowerPoint presentations and video and audio clips. There will be museum and site visits.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have

the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

Walking tours of Spitalfields and Brick Lane; a visit to the Central London Mosque and Islamic Centre, visit to the East London Mosque, work in the Islamic gallery at the Victoria and Albert Museum, visit to a Muslim School (tbc).

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested:

- Southbank Walking Tour
- Camden & Primrose Hill Walking Tour
- Brick Lane Curry Night
- Brixton Tour
- Borough Market
- Abbey Rd and Regents Park Tour
- Hampstead Heath and Village

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	10%	a,b,c,d,e	Weekly
Small group discussion	15%	a,b,c,d,e	Weekly
In-Class Presentation of Current News Story	25%	a,b,c,d,e	Fortnightly from week 2
Multicultural London Analysis (1,000 words)	20%	a,b,c,d,e	23/02/17
Research Paper (1,500 words)	30%	a,b,c,d,e	13/04/17

Assignments

Seminar participation

Weekly class seminars will allow students the opportunity to discuss and analyse a wide range of topics based on assigned readings, field studies, and other course material such as film, student presentations, and My Education events. Regular participation in seminar discussion is a vital component of the course. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner. Participation in the Civil Rights and Inequalities Conference is a part of the course. As part of the conference, students will present posters on the topic: "British Muslims: Different but equal?" Students will be able to apply for the Record of Achievement award (for which they receive a certificate and letter, announced at the Commencement Festival at the end of the semester) for this work. Seminar participation accounts for 10% of the final grade.

Small group discussion

Seminars held in class will often include a small group discussion, which will include reporting group findings to the class. Regular participation in seminar discussion is a vital component of the course. Students are expected to have completed the readings prior to each class and to contribute to small group discussion in an informed manner. Small group participation accounts for 15% of the final grade.

Multicultural London Analysis

This short paper involves an analysis of a specific neighborhood in London, which reflects an aspect of the city's ethnic and cultural character. Your paper should address the following: in what ways does your chosen neighborhood illustrate the character of cultural/ethnic diversity in London? How is this diversity expressed? (e.g. in terms of society, art, architecture, consumer culture, politics, the economy). How does this neighborhood relate to the other parts of the city: in what ways is it distinctive or similar? What is the significance of this neighborhood to an understanding of multiculturalism in London? Suggested neighborhoods include: Brixton, Chinatown, Golders Green, Kilburn, Hammersmith, Edgware Road, Peckham, Hackney, Southall, Spitalfields, and Whitechapel. Recommended My Education activities listed on page 2 can be helpful resources for this paper. This paper accounts for 20% of the final grade and should be 1,000 words long.

In-Class Presentation of Current News Story

Each week, students will give presentations to the class based on an analysis of a current story in the news relevant to one (or more) of the main topics of the course. Presenters will address the main points of interest and significance of the story, demonstrating how it connects with the broader themes of the course. Presenters should incorporate questions for the class in order to generate discussion and debate.

Presentations should be approx. 15 minutes duration, and students are encouraged to be creative in their presentation technique through the use of audio/visual display etc. Students will be evaluated on their ability to introduce and analyse the main issues raised by the news story, assess its significance for an understanding of multicultural Britain, and to generate discussion. The presentation is worth 25% of the final grade.

News stories can be found in newspapers such as: the Guardian, the Times, the Daily Telegraph, the Independent, Financial Times, and online sites such as BBC news, Guardian unlimited www.guardian.co.uk/, Political News at <http://www.politics.co.uk/>.

Your presentation dates will be assigned in the first class.

Field Study Research Project:

This analytical essay involves an investigation of a specific topic relating to a particular aspect of multicultural Britain based on one or more of the course field studies as well as My Education events. Research papers must present a clearly stated thesis and a well-developed argument based on original analysis of primary and secondary sources. Papers should make connections between your chosen field study and the main themes of the course, drawing on relevant readings and utilising specific field study material. Topics to consider include: representations of ethnic communities in the British media or in contemporary art; Islamic culture in the East End; London as 'showcase' of ethnic & racial diversity; political extremism; women and Islam; and the evolution of government policy toward immigration, London East End's urban development; the role of mosques in reinforcing Muslim identity; issues of patronage of Islamic mosques and institutions in London; the controversy over Islamic schools; Islamic art and architecture in London. Papers must incorporate specific details from the field studies and may utilize elements such as interviews, photographs, and archival research. Recommended My Education activities listed on page 2 can be helpful resources for this paper. Worth 30% Of the final grade and should be 1,500 words long.

Note that late papers will be penalized at 5% per day unless prior arrangements have been made with the instructor.

Plagiarism

Plagiarism is the borrowing, appropriating, or using of another author's words or ideas without acknowledging their source. Whenever you use words or ideas that are not your own, you must provide a reference (either footnote or endnote). If you have any questions about plagiarism, or want to determine if you are referencing your work correctly, I will be pleased to help.

Dress Code Please dress modestly for Mosque visits. Woman should bring a headscarf to cover their hair while in the mosque.

Course Materials

Required Readings:

Required reading is available on CANVAS. Please see class listings for details, download or print and bring to class.

Recommended Reading(s):

**denotes fiction

Tahir Abbas, ed. *Islamic Political Radicalism: A European Perspective* (Edinburgh: Edinburgh University Press, 2007).

**Monica Ali, *Brick Lane* (2004).

Yasmin Alibhai-Brown, *Mixed Feelings: The Complex lives of Mixed-Race Britons* (London: The Women's Press, 2001).

Humayan Ansari, *The Infidel Within: Muslims in Britain since 1800* (London: C.Hurst & Co., 2009).

Geoff Dench, Kate Gavron & Michael Young, *The New East End: Kinship, Race and Conflict* (London: Profile Books, 2006).

John Eade et. al. eds. *Tales of Three Generations of f in Britain, Oral History and Socio-Cultural Heritage Project*, Nirmul Committee, London 2006.

Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (London: Routledge, 2002).

Ed Glinert, *East End Chronicles: Three Hundred Years of Mystery and Mayhem* (London: Allen Lane, 2005).

Rahila Gupta, ed. *From Homebreakers to Jailbreakers: Southall Black Sisters* (London: Zed Books, 2003).

Tarquin Hall, *Salaam Brick Lane: A Year in the New East End* (London: John Murray, 2005).

James Hampshire, *Citizenship and Belonging: Immigration and the Politics of Demographic Governance in Postwar Britain* (New York: Palgrave Macmillan, 2005).

Randall Hansen, *Citizenship and Immigration in Postwar Britain: The Institutional Origins of a Multicultural Nation* (Oxford: Oxford University Press, 2000).

Colin Holmes, *John Bull's Island: Immigration and British Society, 1871 –1971* (London: Macmillan, 1988).

Peter Hopkins and Richard Gale, eds. *Muslims in Britain: Race, Place and Identities* (Edinburgh: Edinburgh University Press, 2009).

Ed Husain, *The Islamist* (London: Penguin, 2004).

J. Jacobson, *Islam in Transition: Religion and Identity among British Pakistani Youth* (London: Routledge, 1998).

**Hanif Kureishi, *The Buddha of Suburbia* (1991)

**Andrea Levy, *Small Island* (London: Review, 2005).

Rachel Lichtenstein, *On Brick Lane* (London: Hamish Hamilton, 2007).

J. M. Mackenzie, *Imperialism and Popular Culture* (Manchester: MUP, 1986).

Anne McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest* (London: Routledge, 1994).

**Colin McInnes, *City of Spades* (Harmondsworth: Penguin, 1964).

Robert Miles, *Racism after Race Relations* (London: Routledge, 1993).

Tariq Modood, *Multicultural Politics: Racism, Ethnicity and Muslims in Britain* (Edinburgh: Edinburgh University Press, 2005).

Tariq Modood, *Multiculturalism: A Civic Idea* (Cambridge: Polity Press, 2007).

David Morley and Kevin Robins, eds. *British Cultural Studies: Geography, Nationality, and Identity* (Oxford: Oxford University Press, 2001).

Kwesi Owusu, ed. *Black British Culture and Society* (London: Routledge, 2000).

Panikos Panayi, *Spicing Up Britain: The Multicultural History of British Food* (London: Reaktion Books, 2008).

Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* (Ithaca: Cornell UP, 1997).

Mike Phillips and Trevor Phillips, *Windrush: The Irresistible Rise of Multi-Racial Britain* (London: Harper Collins, 1999).

Richard Phillips, ed. *Muslim Spaces of Hope: Geographies of Possibility in Britain and the West* (London: Zed Books, 2009).

E. Poole, *Reporting Islam: Media Representations of British Muslims* (London: I.B. Tauris, 2002).

Runnymede Trust, *Islamophobia: A Challenge for Us All* (London: Runnymede Trust, 2002).

Salman Rushdie, *Imaginary Homelands: Essays and Criticism* (London: Granta, 1991).

**Salman Rushdie, *The Satanic Verses* (Dover: The Consortium 1988).

Edward W. Said, *Orientalism: Western Conceptions of the Orient*, revised edition, (London: Penguin, 1994).

**Sam Selvon, *The Lonely Londoners* (1956)

**Zadie Smith, *White Teeth* (2000)

John Solomos, *Race and Racism in Britain* 3rd. Ed. (New York: Palgrave, 2003).

Ian Spencer, *British Immigration Policy since 1939 – The Making of Multi-Racial Britain* (London: Routledge, 1997).

Sandhu Sukhdev, *London Calling: How Black and Asian Writers Imagined a City* (London: Harper Perennial, 2004).

Vron Ware, *Beyond the Pale: White Women, Racism and History* (London: Verso, 1992).

Wendy Webster, *Imagining Home: Gender, 'Race' and National Identity, 1945-64* (London: UCL Press, 1998).

R. Winder, *Bloody Foreigners: The Story of Immigration to Britain* (London: Abacus, 2004).

Useful Websites for Islamic and Multicultural Britain:

http://www.bbc.co.uk/history/society_culture/multicultural/

http://www.visitlondon.com/maps/multicultural_london/index

<http://eastlondonhistory.com/>

<http://www.nationalarchives.gov.uk/pathways/blackhistory/>

<http://www.blackpresence.co.uk/>

<http://www.muslimwomentalk.com/index.htm>

<http://www.muslimparliament.org.uk/>

<http://bubl.ac.uk/link/b/britishpoliticalhistory.htm>

Muslim Council of Britain <http://www.mcb.org.uk/>

School of Oriental and African Studies- Centre for Islamic Studies <http://www.soas.ac.uk/islamicstudies/>

London – The World in One City, Guardian Unlimited Online: <http://www.guardian.co.uk/flash/0,5860,1398299,00.html>

Belonging: Voices of London’s Refugees, Museum of London: <http://www.museumofLondon.org.uk/English/EventsExhibitions/Special/Belonging>

Moving Here: 200 years of migration to England
<http://www.museumofLondon.org.uk/English/EventsExhibitions/Community/MovingHere.htm>

Islam is Peace Campaign <http://www.islamispeace.org.uk/>

Untold London: www.untoldlondon.org.uk/

Weekly Course Schedule

SECTION ONE: Multicultural Britain – Historical & Theoretical Perspectives

WEEK 1	
	Introduction to the Course
Meeting time and Venue	
In–class activity	Lecture, discussion and group work
Out–of–class activity	
Readings	
Assignments	
Notes	

WEEK 2	
	The Making of Multicultural Britain
Meeting time and Venue	
In–class activity	Lecture, discussion and group work
Out–of–class activity	N/A
Readings	Required reading: Extracts from the British Nationality Act 1948, Commonwealth Immigrants Act 1962, British Nationality Act 1981 and Asylum and Immigration Act 1996. Recommended reading: Robert Winder, <i>Bloody Foreigners: The Story of Immigration to Britain</i> London: Abacus, 2004. “Introduction” and “Identity Parade,” pp. 1-16, 455 -80.
Assignments	
Notes	

WEEK 3	
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	Field Study, Guided Walk of London's East End
Meeting time and Venue	
In-class activity	
Out-of-class activity	Guided walk
Readings	<p>Required reading: Ed Glinert, <i>East End Chronicles: Three Hundred Years of Mystery and Mayhem</i> London: Allen Lane, 2005, pp. 117 -147, 242 - 69.</p> <p>Recommended reading: Tarquin Hall, from <i>Salaam Brick Lane: A Year in the New East End</i> (2005).</p> <p>Rachel Lichenstein, <i>On Brick Lane</i> (Penguin, 2007), pp. 17-33</p> <p>Panikos Panayi, "Cosmopolis: London's Ethnic Minorities," in <i>London: From Punk to Blair</i> Joe Kerr & Andrew Gibson, eds. London: Reaktion Books, 2003, pp 67-71.</p>
Assignments	
Notes	

WEEK 4	
	History, Orientalism and Imperialism
Meeting time and Venue	
In-class activity	Lecture, discussion and group work
Out-of-class activity	
Readings	<p>Required Reading: Donohue J. and Esposito J. (2007) <i>Islam in Transition: Muslim Perspectives</i>, Oxford, pp. 2-3</p> <p>Lapidus, I.M. (1992) 'The golden age: the political concepts of Islam' <i>Annals of the American Academy of Political and Social Science</i>, vol.524, pp. 14-15</p> <p>Khalidi, T. (2002) 'Learning from Muslim history' in Igrave, M. (ed.) <i>The Road Ahead: A Christian-Muslim Dialogue</i>, London, Church House, pp.39-44</p> <p>Dwyer, K. (1991) <i>Arab Voices: the Human Rights Debate in the Middle East</i>, London, Routledge, pp.1-2, 217</p> <p>Jocelyn Cesari, AD252 <i>Islam in the West: the politics of coexistence</i>, CD1 Transcript, Track 9</p> <p>Said, E.(1997 [1981]) <i>Covering Islam: How the Media and Experts Determine How We See the Rest of the World</i>, 2nd edn, London, Vintage, pp.9-11</p> <p>Recommended reading: Tahir Abbas, ed. "British South Asian Muslims: before and after September 11," in <i>Muslim Britain: Communities Under Pressure</i>, London: Zed Books, 2005.</p> <p>Edward W. Said, <i>Introduction to Orientalism: Western Conceptions of the Orient</i> revised edition, London: Penguin, 1994, pp; 1 -28.</p> <p>E. Said, "Islam Through Western Eyes," <i>The Nation</i>, April 26, 1980.</p>
Assignments	
Notes	

WEEK 5	
	Field Study - Islamic Art & Culture at the V & A
Meeting time and Venue	
In-class activity	
Out-of-class activity	Independent work and discussion at the V&A.
Readings	
Assignments	
Notes	

SECTION TWO Muslim Britain – History, Politics, Culture, Identities

WEEK 6	
	Muslim Britain – Histories, Communities, Identities
Meeting time and Venue	
In-class activity	Lecture, discussion and groupwork
Out-of-class activity	N/A
Readings	<p>Required Reading: Channel 4 To Broadcast Islamic Call To Prayer Throughout Ramadan”, Archbishop Cranmer’s blog (02/07/13)</p> <p>“Is Channel 4 right to broadcast the Muslim call to prayer during Ramadan?” The Guardian (02/07/13)</p> <p>“Why Channel 4’s plan to air the daily Muslim call to prayer during Ramadan is a divisive and cynical stunt” The Mail (09/07/13)</p> <p>“Why Channel 4 is bringing Ramadan into your home” BBC 4 Website (06/07/13)</p> <p>AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 2</p> <p>Recommended Reading: Tahir Abbas, ed. <i>Muslim Britain: Communities Under Pressure</i>, Chapters 3, 4, 5.</p> <p>Humayun Ansari, “Is there a British Muslim Identity?” in <i>The Infidel Within – Muslims in Britain since 1800</i> London: C. Hurst & Co, 2009, pp. 1-23.</p> <p>Talal Asad, “Multiculturalism and British Identity in the Wake of Rushdie Affair,” <i>Politics and Society</i> 1990 (18): 455-480.</p> <p>Tariq Modood, “Muslims and the Politics of Difference,” in Peter Hopkins, ed. <i>Muslims in Britain: Race, Place and Identities</i> Edinburgh: Edinburgh University Press, 2009, pp. 193 - 209.</p>
Assignments	Multicultural London analysis due
Notes	

WEEK 7	
	Mid-Term Break

WEEK 7	
	Citizenship & Community
Meeting time and Venue	
In–class activity	Lecture, discussion and group work
Out–of–class activity	N/A
Readings	<p>Required Reading: Fetzer, J.S. and Soper, J.C. (2005) Muslims and the State in Britain, France and Germany, Cambridge University Press, pp.154–5</p> <p>AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 4</p> <p>“The Capture of Tower Hamlets,” <i>The Spectator</i> (24 October 2010).</p> <p>John Eade et. al. eds. <i>Tales of Three Generations of Bengalis in Britain, Oral History and Socio-Cultural Heritage Project</i>, Nirmul Committee, London 2006, pp. 59-73.</p> <p>Recommended Reading: Tahir Abbas, ed. “Insulation in Isolation,” in <i>Muslim Britain: Communities Under Pressure</i>.</p> <p>H. Begum & J. Eade, “All Quiet on the Eastern Front?” in Abbas, ed. <i>Muslim Britain: Communities Under Pressure</i>, Chapter 12</p>
Assignments	
Notes	

WEEK 9	
	Education & Islam
Meeting time and Venue	
In–class activity	Lecture, discussion and group work
Out–of–class activity	N/A
Readings	TBC
Assignments	
Notes	

WEEK 10	
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	Field Study - Central London Mosque
Meeting time and Venue	
In–class activity	
Out–of–class activity	Visit to Central London Mosque
Readings	<p>Required Reading: Simon Naylor and James R. Ryan, “Mosques, Temples and Gurdwaras: New Sites of Religion in Twentieth-Century Britain,” in D. Gilbert et. al. eds. <i>Geographies of British Modernity</i> Oxford: Basil Blackwell, 2003.</p>
Assignments	
Notes	

WEEK 11	
	Gender in Muslim Britain

Meeting time and Venue	Lecture, discussion and group work
In–class activity	N/A
Out–of–class activity	
Readings	<p>Required Reading: ‘Women and Islam’ The Oxford Dictionary of Islam, Online Edition, Edited by John L. Esposito 2012</p> <p>Roald, S. (2001) <i>Women in Islam: The Western Experience</i>, London, Routledge. pp.186–7</p> <p>Post 9/11 issues in the UK, Transcript of Audio CD from the Open University’s Islam and the West Course materials</p> <p>Osler, A. and Hussain, Z. (2005) ‘Educating Muslim girls: do mothers have faith in the state sector?’ in Abbas, T. (ed.) <i>Muslim Britain: Communities Under Pressure</i>, London, Zed, pp. 140-2.</p> <p>Extracts from Claire Dwyer, “The Geographies of Veiling: Muslim Women in Britain,” <i>Geography</i> 93:3 (Autumn 2008) pp. 140 -47.</p> <p>Myriam François-Cerrah, “Muslim women face an uphill battle against prejudice to find work,” <i>The Guardian</i> 10.12.2012</p> <p>Recommended Reading: Tahir Abbas, ed. <i>Muslim Britain: Communities Under Pressure</i>, Chapter 9.</p> <p>Claire Dwyer, “‘Where are You from?’: Young British Muslim Women and the Making of ‘Home’”, in Alison Blunt and Cheryl McEwan, eds. <i>Postcolonial Geographies</i> New York: Continuum, 2002, pp. 184 -199.</p>
Assignments	
Notes	

WEEK 12	
	Field Study - The East London Mosque
Meeting time and Venue	
In–class activity	
Out–of–class activity	Visit to the East London Mosque
Readings	<p>Required Reading: Tahir Abbas, ed. <i>Muslim Britain: Communities Under Pressure</i>, Chapter 13.</p>
Assignments	Field Study Research papers due
Notes	

WEEK 13	
	Youth, Political Radicalism & Islamophobia
Meeting time and Venue	
In–class activity	Lecture, discussion and group work
Out–of–class activity	
Readings	<p>Required Reading: Ansari, H. (2005) ‘Attitudes to Jihad, martyrdom and terrorism among British Muslims’ in Abbas, T. (ed.) <i>Muslim Britain: Communities Under Pressure</i>, London, Zed.</p> <p>“If Qaradawi is an extremist, who is left?” Sohaib Saeed, spokesperson for the Muslim Association of Britain (<i>Guardian</i>, 9 July 2004)</p>

	<p>“Sleepwalking with the enemy” Ruth Dudley Edwards (<i>Daily Telegraph</i>, 3 February 2007)</p> <p>Media Research on Perceptions of Islam and Muslims and Combating Extremism, Transcript of Audio CD from the Open University’s Islam and the West Course materials, Track 8</p> <p>Poole, E. (2002) ‘Representation of Islam: Islam the media villain’, in <i>Reporting Islam</i>, I.B.Tauris & Co. Ltd.pp.238–41</p> <p>Recommended Reading: L. Archer, ‘Muslim Brothers, Black Lads, Traditional ‘Asians’: British Muslim Young Men’s Constructions of Race, Religion and Masculinity,” <i>Feminism and Psychology</i> (February 2001) 11:1, pp. 79-105.</p> <p>Jonathan Birt, “Islamophobia in the Construction of British Muslim Identity Politics,” in P. Hopkins, ed. <i>Muslims in Britain: Race, Place and Identities</i>; pp. 210 -28.</p> <p>S. Glynn, “Bengali Muslims: the New East End radicals?” <i>Ethnic and Radical Studies</i> 25:6 (Nov 2002) pp. 969 -988.</p> <p>Ed Husain, <i>The Islamist</i> (2007), Chapter 4 “Islam is the Solution” pp. 48-66 and Chapter 6 “Inside Hizb ut-Tahrir, pp. 83-110.</p>
Assignments	Field Study Research papers due
Notes	

WEEK 14	
	REVIEW DISCUSSION & CONCLUSION
Meeting time and Venue	
In–class activity	Movie and discussion and group work
Out–of–class activity	
Readings	Please review your course notes for this class.
Assignments	
Notes	

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: excused.absence@capa.org. Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high

standard of individual honour in his or her scholastic work and class behaviour. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.