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

<table>
<thead>
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<th>Descriptor</th>
<th>Alpha</th>
<th>UK</th>
<th>US</th>
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Grade Breakdown and Assessment of Learning Outcomes

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<th>Learning Outcomes</th>
<th>Due Date</th>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Small group discussion</td>
<td>15%</td>
<td>a,b,c,d,e</td>
<td>Weekly</td>
</tr>
<tr>
<td>In-Class Presentation of Current News Story</td>
<td>25%</td>
<td>a,b,c,d,e</td>
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<tr>
<td>Research Paper (1,500 words)</td>
<td>30%</td>
<td>a,b,c,d,e</td>
<td>13/04/17</td>
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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 as 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/](http://www.guardian.co.uk/), Political News at [http://www.politics.co.uk/](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 of 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 a 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


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


**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

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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
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

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction to the Course</th>
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<td>In–class activity</td>
<td>Lecture, discussion and group work</td>
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<td>Out–of–class activity</td>
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<tr>
<td>Readings</td>
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<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>The Making of Multicultural Britain</th>
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| WEEK 3 | |
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# Field Study, Guided Walk of London’s East End

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<td>Guided walk</td>
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<td>Out—of—class activity</td>
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## Readings

**Required reading:**

**Recommended reading:**
Tarquin Hall, from *Salaam Brick Lane: A Year in the New East End* (2005).


## Assignments

## Notes

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### WEEK 4

## History, Orientalism and Imperialism

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<tr>
<td>Out—of—class activity</td>
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## Readings

**Required Reading:**


Jocelyn Cesari, AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 9


**Recommended reading:**


## Assignments

## Notes
### WEEK 5

<table>
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<tr>
<td>Field Study - Islamic Art &amp; Culture at the V &amp; A</td>
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**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

<table>
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<td>Muslim Britain – Histories, Communities, Identities</td>
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</table>

**In—class activity** Lecture, discussion and groupwork

**Out—of—class activity** N/A

**Readings**

**Required Reading:**
- Channel 4 To Broadcast Islamic Call To Prayer Throughout Ramadan”, Archbishop Cran-mer’s blog (02/07/13)
- “Is Channel 4 right to broadcast the Muslim call to prayer during Ramadan?” The Guardian (02/07/13)
- “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)
- “Why Channel 4 is bringing Ramadan into your home” BBC 4 Website (06/07/13)
- AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 2

**Recommended Reading:**
- Tahir Abbas, ed. *Muslim Britain: Communities Under Pressure*, Chapters 3, 4, 5.

**Assignments** Multicultural London analysis due

**Notes**

### WEEK 7

**Mid-Term Break**
## WEEK 7

**Citizenship & Community**

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<tr>
<td><strong>Out-of-class activity</strong></td>
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**Readings**

- **Required Reading:**
  - AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 4

- **Recommended Reading:**
  - Tahir Abbas, ed. “Insulation in Isolation,” in *Muslim Britain: Communities Under Pressure*.

**Assignments**

**Notes**

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## WEEK 9

**Education & Islam**

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**Out-of-class activity**

**Readings**

- TBC

**Assignments**

**Notes**

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## WEEK 10

**Field Study - Central London Mosque**

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**Out-of-class activity**

**Readings**


**Assignments**

**Notes**

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## WEEK 11

**Gender in Muslim Britain**

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**Readings**

**Required Reading:**
- Post 9/11 issues in the UK, Transcript of Audio CD from the Open University’s Islam and the West Course materials

**Recommended Reading:**
- Tahir Abbas, ed. Muslim Britain: Communities Under Pressure, Chapter 9.

**Assignments**

**Notes**

**WEEK 12**

**Field Study - The East London Mosque**

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<tr>
<td>Out—of—class activity</td>
<td>Visit to the East London Mosque</td>
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**Readings**

**Required Reading:**
- Tahir Abbas, ed. Muslim Britain: Communities Under Pressure, Chapter13.

**Assignments**

**Notes**

**WEEK 13**

**Youth, Political Radicalism & Islamophobia**

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<td>Out—of—class activity</td>
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**Readings**

**Required Reading:**
- “If Qaradawi is an extremist, who is left?” Sohaib Saeed, spokesperson for the Muslim Association of Britain (Guardian, 9 July 2004)
Recommended Reading:
L. Archer, ‘Muslim Brothers, Black Lads, Traditional ‘Asians’: British Muslim Young Men’s Constructions of Race, Religion and Masculinity,’ Feminism and Psychology (February 2001) 11:1, pp. 79-105.


Assignments
Field Study Research papers due

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 the Associate Director of Academic Affairs (ADAA) 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.