

HIS6104-20 Muslim Migration and Islam in Europe in Historical Perspective – Spring 2022

Instructor: Dr. Aleks Tiberio

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Lecture: Monday mornings 10-11am (online)

Seminar: Wednesday afternoons 3-5pm (on campus)

Module Outline

This course will equip you to think critically about contemporary issues related to “Muslim migration and Islam in Europe” by tracing their historical roots in the *longue durée* and then with a focus on the XX century and the present.

We'll start with the study of how the concepts of “East”, “West” and “Europe” itself have been socially produced across history in particular in connection to the Muslim-majority world and Muslim subjects in Europe, also in connection to what can be understood as the Global North and Global South. In PART 1 we'll trace the history of the relationship between “Europe” and “Islam” across the centuries up to present times, and then in PART 2 (after spring break) we'll explore key contemporary issues around Muslim migration and Islam in different Euro-Mediterranean, Eurafican and Eurasian contexts.

Intended learning outcomes:

1. Systematic knowledge and critical understanding of the historical development of Islam and Muslim communities in Europe;
 2. The critical analysis and assessment of the historical impact of certain trends, themes and ideas on the perception and experiences of Europe's post-1945 Muslim ethnic minority communities;
 3. Skill in the identification, selection, analysis, interpretation and critical evaluation of a variety of sources and data relevant to the study of the period;
 4. The application of relevant approaches to the use of this material in the construction of sound historical arguments about the nature of the culture, politics and religion in this period.
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Lectures & Seminars:

The module is delivered through a mixture of lectures and seminars. We'll meet on Mondays for our seminar (10-11am, online), whereas our seminars will be held on campus on Wednesdays 3-5pm. Attendance to both lectures and seminars is monitored and required. Please email me if you won't be able to attend on a specific week for a relevant reason, thanks. Every week please:

- complete the readings in their entirety before the Monday lecture (reading them from Wednesday to Sunday)
- write down a short response note (a 150-words minimum written commentary, including at least two questions) with your take on readings and lecture topics before your seminar.

Assessment:

There will be two assignments for summative assessment (S1 is a structured essay due right before spring break and S2 is a research essay due at the very end of the course). There will also be 3 informal formative assessments before spring break, to check in with me about F1 the locations, F2 the timelines and F3 the keywords you should be familiar with, 2 more informal maps/timelines/keywords exercises on colonial imperialism and post-colonial legacies also before the break, and 3 chances to discuss your research project with me after the break. See the full timeline for the course on the next page.

Formative assessment:

- F1 Map test (Wednesday, 2 March)
- F2 Timeline test (Wednesday, 9 March)
- F3 Keywords test (Wednesday, 16 March)

Summative assessment:

- S1 Structured Essay (2000 words, 40% of your final grade) – submission deadline Friday 8 April 2022, 12 noon; marked by Friday 29 April 2022, 12 noon:

“How have today’s commonplace/commonsensical and critical/alternative ideas of where/what/who counts as ‘Europe’ or ‘European’ been invented and produced historically in relationship to where/what/whoever has been constructed as ‘non-European’ with particular reference to the Muslim-majority world and/or Muslim subjects?” Consider this question in relationship to: 1) **where** ‘Europe’ begins and/or ends according to both commonplace/commonsensical and critical/alternative perspectives; 2) **what** counts as ‘European’ according to both commonplace/commonsensical and critical/alternative perspectives; and 3) **who** counts as ‘European’ according to both commonplace/commonsensical and critical/alternative perspectives. Discuss all the three components of this question in 2000 words maximum, with reference to at least five compulsory readings covered in the introduction and Part 1. Please copy the question as the title of the essay, cite each source properly in the text of the essay and include a list of references at the end.

- S2 Research Essay (3000 words, 60% of your final grade) – submission deadline Friday 27 May 2022, 12 noon; marked by 17 June 2022, 12 noon:

Choose a specific **location and subject or group of subjects**, or a connection between two or more locations and subjects or groups of subjects (at any scale including at least part of what can be arguably considered “Europe”, based on your proposed argument AND a Muslim subject or group(s) of subjects), establish a **temporal context** (involving the present or recent past within the XXI century, AND one or more specific time(s) or time frame(s) at any point in the past), and ask a **research question** concerned with the migration of Muslim subjects to or within “Europe” that you would like to explore.

Have your research topic and question confirmed with the instructor, and then answer both your own question and the following question in writing: “How have conceptions of ‘Europe’ and ‘Islam’ been invented and produced by different subjects and/or groups of subjects in this context?” Write down your own question as the title of the essay, then copy the second question as a subtitle. Discuss the two questions with reference to at least 5 primary sources and 7 secondary sources in 3000 words maximum. Please cite each source properly in the text of the essay and include a list of references at the end.

Referencing

Please use the Modern Humanities Research Association (MHRA) style of footnoting for all of your references in your History written assignments. The following link will take you to the 'Cite them Right link', which in turn will take you to the MHRA referencing site:

<https://www.bathspa.ac.uk/library/researching-and-referencing/>

Remember that references are there to acknowledge your debt to other writers and to provide information about the sources you have used.

Remember, too, that referencing is about the application of some fairly straightforward conventions in History and thus it is an essential part of writing up, and submitting, your work.

If you are not a History student and you would prefer to use the Harvard Referencing System, you may do so.

If you're unsure about how to reference your work correctly, please ask me and I will talk you through it.

Schedule (detailed reading plan starts on the next page):

Week 1 – Introduction, Part 1: Beyond “East and West” Monday, 14 February + seminar on Wednesday, 16 February (Introduction)

Week 2 – Introduction, Part 2: The Idea of “Europe” in the Past and Present Monday, 21 February + seminar on Wednesday, 23 February (First reading)

PART 1 (Weeks 3-8): Highlighting Breaking Points, Tracing Long-Term Trends and Clarifying Our Thinking Tools,

Week 3 – Pre-Modern Times: The invention and the making of “East” and “West” Monday, 28 February + seminar on Wednesday, 2 March *** F1 Informal map test

Week 4 – The Making of Modern Times: The invention and the making of “North-West” and “South-East” Monday, 7 March + seminar on Wednesday, 9 March ***F2 Informal timeline test

Week 5 – The Making of Contemporary Times: The invention and the making of the “North-West and the Rest” Monday, 14 March + seminar on Wednesday, 16 March ***F3 Informal keywords test

Week 6 – The Making of Contemporary Times: North-Western Imperialism Monday, 21 March + seminar on Wednesday, 22 March ***maps / timelines / keywords exercise on colonial imperialism

Week 7 – The Making of Contemporary Times: South-Eastern Migration Monday, 28 March + seminar on Wednesday, 30 March *** maps / timelines / keywords exercise on post-colonial legacies

Week 8 – Contemporary Times: New Compasses Monday, 4 April + seminar on Wednesday, 6 April ***S1 Structured essay due on Friday 8 April at 12 noon.

(2-week break) -> PART 2 (Weeks 9 to 13): Rethinking and Making History

Week 9 – Past and Present: Part 1 – History Matters Monday, 25 April + seminar on Wednesday, 27 April ***In-depth reading

Week 10 – Past and Present: Part 2 – Labour, Citizenship and Community Monday, 2 May + seminar on Wednesday, 4 May ***First check-in about your research project

Week 11 – Past and Present: Part 3 – Cultural Politics, Civilizational Discourses Monday, 9 May + seminar on Wednesday, 11 May *** Second check-in about your research project and analysis of primary sources

Week 12 – The Next Generation Monday, 16 May + seminar on Wednesday, 18 May ***Third and final check-in about your research project

Week 13 – Continuing Debates Monday, 23 May + seminar on Wednesday, 25 May ***S2 Research Essay due (Friday 27 May, 12 noon)

Weekly plan:

Items marked as (*) are required reading to be completed by the Sunday midnight before this week's meetings.

Key texts (to be purchased if you can or want), but that will be available online for free otherwise:

- John Tolan, Gilles Veinstein and Henry Laurens, *Europe and the Islamic World: A History* (Princeton University Press, 2013).
- Daniela Flesler, *The Return of the Moor: Spanish Responses to Contemporary Moroccan Immigration* (Indiana University Press, 2008).

INTRODUCTION (Weeks 1-2):

■ Week 1 – Introduction, Part 1: Beyond “East and West”

Monday, 14 February + seminar on Wednesday, 16 February

This week we will introduce the course, beginning to trace back the historical roots of the 'here & now'. Cover these three news articles as compulsory reading before the lecture (which will take place online on Monday, 14 February. 10-11am) or otherwise - I'll mention it on Monday when we meet online - before you seminar on-campus meeting this week:

(*) **James Harkin**, “ ‘We thought we’d die’ – after their treacherous journeys, what awaits the refugees landing on British beaches?” in *The Guardian* (5 February 2022)

(*) And two more articles. Please refer to “Teaching Material”.

■ Week 2 – Introduction, Part 2: The Idea of “Europe” in the Past and Present

Monday, 21 February + seminar on Wednesday, 23 February

Items marked with (*) are required reading material to be completed by the Sunday evening before this week's meetings. Please complete the required readings in their entirety before this week's Monday lecture, and write a short response note with your take on the reading material (at least 150 words, details soon) before your Wednesday seminar meeting this week.

Compulsory reading material for Monday 21 February:

(*) - **Stuart Hall**, “The West and the Rest: Discourse and Power”, Chapter 6 in Stuart Hall and Brab Gieben, eds. *Formations of Modernity* (Polity Press, 1992) pp.275-318

***Available for free online:

http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir_Formations%20of%20Modernity%20_Understanding%20Modern%20Societies%20_An%20Introduction%20.pdf

PART 1 (Weeks 3-8): Highlighting Breaking Points and Tracing Long-Term Trends

■ Week 3 – Pre-Modern Times: The invention and the making of “East” and “West”

Monday, 28 February + seminar on Wednesday, 2 March

F1 Informal map test

One required reading (*) before the lecture of Monday, 28 February. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words) before your Wednesday seminar meeting this week.

(*) - **John Tolan, Gilles Veinstein and Henry Laurens, Chapter 1:** “The Geographers’ World: From Arabia Felix to the Balad al-Ifrañj (Land of the Franks)”, pp.11-26 and Chapter 2: “Conquest and Its Justifications: Jihad, Crusade, Reconquista” pp.27-48 in *Europe and the Islamic World: A History* (Princeton University Press, 2013). ***Available as a Bath Spa Library eBook.

We will go through it in class as well, and it is in part covered in our main reading as well, but this week you should also familiarise yourself with the key elements of the history of Islam as a religion and of its influence in cultural and political terms, if you are not familiar with it yet. Useful short introductions (not compulsory readings, here just for your reference) are:

- Malise Ruthven, *Islam: A Very Short Introduction* (Oxford University Press, 2012)
- Karen Armstrong, *Islam: A Short History* (Phoenix, 2000)

■ Week 4 – The Making of Modern Times: The invention and the making of “North-West” and “South-East”

Monday, 7 March + seminar on Wednesday, 9 March

F2 Informal timeline test

One required reading (*) before the lecture of Monday, 7 March. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words, details soon) before your Wednesday seminar meeting this week.

(*) - **John Tolan, Gilles Veinstein and Henry Laurens,** “Introduction to Part 2”, pp.111-119 and “Chapter 9: The Islamic/Christian Border in Europe”, pp.186-205 in *Europe and the Islamic World: A History* (Princeton University Press, 2013) ***Available as an eBook.

■ **Week 5 – The Making of Contemporary Times Part 1: The invention and the making of the “North-West and the Rest”**

Monday, 14 March + seminar on Wednesday, 16 March

F3 Informal keywords test

Two required readings (*) before the lecture of Monday, 14 March. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words, details soon) before your Wednesday seminar meeting this week.

(*) - **John Tolan, Gilles Veinstein and Henry Laurens**, “Introduction to Part 3” and “The Eighteenth Century as Turning Point”, pp.257-276 in *Europe and the Islamic World: A History* (Princeton University Press, 2013) ***Available as an eBook.

(*) - **Alexander Anievas and Kerem Nisancioglu**, *How the West Came to Rule: The Geopolitical Origins of Capitalism* (London: Pluto Press, 2015), pp.245-263 ***Available as an eBook.

■ **Week 6 – The Making of Contemporary Times Part 2: North-Western Imperialism**

Monday, 21 March + seminar on Wednesday, 22 March

Maps / timelines / keywords exercise on colonial imperialism

Two required readings before the lecture of Monday, 21 March. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words, details soon) before your Wednesday seminar meeting this week.

(*) Read - **John Tolan, Gilles Veinstein and Henry Laurens**, selections of chapters in Part III: pages 290-298 + 373-383 + 395-404. (27 pages total). Details:

- “The issue of conquest” in Chapter 12 pp.290-294
 - “The problem of reform” and “The Christian Image of Europe” in Chapter 13 pp.295-298
 - “The birth of the Middle East”, “Islam and Nationalism” and “British India”, “The Construction of States” and “Ticking Time Bombs” in Chapter 16 pp.373-383.
 - and the last parts of chapter 17: “Contemporary Issues” pp.*395-404.
- in *Europe and the Islamic World: A History* (Princeton University Press, 2013)

(*) – At least skim/look at: “Prologue” (5 pages) and optionally/skim: Chapter 1: “Very Practical Politics” (17 pages) from **James Barr**, *A Line in the Sand: British-French Rivalry in the Middle East 1915-1948* (Simon & Schuster, 2012) ***For the link, see the “Teaching Materials” tab.

(*) - At least skim/look at the introduction (pp.1-24) to **Xavier Bougarel et al.** (eds), *Combatants of Muslim Origin in European Armies in the Twentieth Century: Far from Jihad* (Bloomsbury, 2017) ATTACHED.

■ **Week 7 – The Making of Contemporary Times: South-Eastern Migration**

Monday, 28 March + seminar on Wednesday, 30 March

Maps / timelines / keywords exercise on post-colonial legacies

Required readings before the lecture of Monday, 28 March. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words, details soon) before your Wednesday seminar meeting this week.

(*) - **Tariq Modood, Ricard Zapata-Barrero and Anna Triandafyllidou** (eds.), *Multiculturalism, Muslims and Citizenship: A European Approach* (London, 2006), pp. 7-13. ***ATTACHED

(*) **Nicholas De Genova**, “The Borders of “Europe” and the European Question” In N. De Genova (Ed.), *The borders of “Europe”: autonomy of migration, tactics of bordering* (Duke University Press, 2017) pp. 1–24. Available for free online:
https://www.dukeupress.edu/Assets/PubMaterials/978-0-8223-6916-5_601.pdf

■ **Week 8** – Contemporary Times: New Compasses

Monday, 4 April + seminar on Wednesday, 6 April

S1 Structured essay due at the end of the week

Required readings before the lecture of Monday, 22 March. Please complete the required readings in their entirety before the Monday lecture and write a short response note (at least 150 words, details soon) before your Wednesday seminar meeting this week.

(*) **Martina Tazzioli**, “Crimes of solidarity. Migration and containment through rescue” in *Radical Philosophy* (2:1 2018) pp. 4 – 10. ATTACHED and available for free online:
<https://www.radicalphilosophy.com/commentary/crimes-of-solidarity#:~:text=Crimes%20of%20solidarity%20put%20in,visible%20and%20escalating%20b%20order%20violence>.

(*) At least skim: **Charles Heller, Lorenzo Pezzani, & Maurice Stierl** “Disobedient Sensing and Border Struggles at the Maritime Frontier of Europe” in *Spheres. Journal for digital cultures*:4 (2017) pp. 1-13. Available for free online:
<https://spheres-journal.org/contribution/disobedient-sensing-and-border-struggles-at-the-maritime-frontier-of-europe/>

Extra book, for your reference: Iain Chambers, “Chapter 2: A Postcolonial Sea” in *Mediterranean Crossings* (Durham: Duke University Press, 2008) pp. 23-49.

➔ **S1 structured essay due on Friday, 8 April at 12 noon.**

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(then 2-week break)

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PART 2 (Weeks 9 to 13): Rethinking and Making History

■ Week 9 – Past and Present: Part 1 – History Matters

Monday, 25 April + seminar on Wednesday, 27 April

In-Depth Reading

(*) - **Marcel Maussen**, 'Islamic Presence and Mosque Establishment in France: Colonialism, Arrangements for Guestworkers and Citizenship', *Journal of Ethnic and Migration Studies* Vol. 33 Issue 6 (2007), pp. 981-987 (6 pages), and skim the rest. ATTACHED.

(*) – **Daniela Flesler**, *The Return of the Moor: Spanish Responses to Contemporary Moroccan Immigration* (West Lafayette, Indiana, 2008), Chapter 2: "The 'Loss' of Spain, the Invading 'Moor', and the Contemporary Moroccan Immigrant" pp.55-95 (skim whatever you see fit, if needed). ATTACHED.

(*) Optional/skimming (but really also just extra sources for your reference), choose one of these two options:

EITHER

Skim two more chapters or the intro/conclusion and one more chapter of this book (**Daniela Flesler**, *The Return of the Moor*), as much as you can and feel like reading to get a sense of the book. ***Recommended purchase. The library can guarantee to only scan one chapter, so borrow/buy it if you can (also used, online, as an eBook).

OR, OTHERWISE:

Do a comparative work by skimming the introduction to two of these books (choose between the two books in group A or the two books in group B) or skimming the introduction plus one chapter of any of these four books:

- GROUP A: **Chris Lowney**, *A Vanished World: Muslims, Christians, and Jews in Medieval Spain* (Oxford, 2006).
- GROUP A: **Maria Rosa Menocal**, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain* (Little, Brown and Company, 2002).
- GROUP B: **Michael Frassetto and David R. Blanks**, *Western Views of Islam in Medieval and Early Modern Europe* (Basingstoke, 1999).
- GROUP B: **Simon R. Doubleday and David Coleman**, *In the Light of Medieval Spain: Islam, the West, and the Relevance of the Past* (Basingstoke, 2008).

■ **Week 10 – Past and Present: Part 2 – Labour, Citizenship and Community**

Monday, 2 May + seminar on Wednesday, 4 May

First check-in about your research project

(*) **Ruth Mandel**, “We called for labor, but people came instead!” in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham, NC: Duke University Press 2008), pp. 51-80 (focus on pp. 51-59 and 71-80, look at everything but skim whatever you see fit, if needed). ATTACHED.

(*) – **Review, originally assigned for Week 7 (required for Week 7): Tariq Modood, Ricard Zapata-Barrero and Anna Triandafyllidou** (eds.), *Multiculturalism, Muslims and Citizenship: A European Approach* (London, 2006), pp. 7-13. ***ATTACHED AGAIN.

(*) Optionally, quickly skim or at least just look at: Rita Chin, “Introduction: Conceptualizing the ‘Guest Worker’ Question” in *The Guest Worker Question in Postwar Germany* (Cambridge, 2009), pp.1-29. ***This one chapter will be available online through the Bath Spa Library soon (the date is to be confirmed by the library but it will be at least a full week before this).

Extra material listed here just for your reference:

- F. Caestecker, *Alien Policy in Belgium, 1840-1940: The Creation of Guest Workers, Refugees and Illegal Aliens* (Oxford, 2000)

- Ulrich Herbert, *A History of Foreign Labor in Germany, 1880-1980: Seasonal Workers, Forced Laborers, Guest Workers* (Ann Arbor, 1990)

- Mains, S. P., Gilmartin, M., Cullen, D., Mohammad, R., Tolia-Kelly, D. P., Raghuram, P., & Winders, J. (2013). Postcolonial migrations. *Social & Cultural Geography*, 14(2), 131–144.

- Balibar, E., & Wallerstein, I. M. (1991). *Race, nation, class*. London; New York: Verso. Chapter 3. Racism and nationalism. (Pp. 37 – 68)

■ **Week 11 – Past and Present: Part 3 – Cultural Politics, Civilizational Discourses**

Monday, 9 May + seminar on Wednesday, 11 May

Second check-in about your research project, analysis of primary sources

(*) – Read selections from **Keith E. McNeal and Sarah French Brennan**, “Between Homonationalism and Islamophobia: Comparing Caribbean and Muslim Asylum Seeking in/to the Netherlands” in Richard Mole, ed. *Queer Migration and Asylum in Europe* (UCL Press, 2021) First part: pp.162-middle of page 164 till the paragraph break (2 pages) + “Seeking Queer Asylum in the Netherlands” and ending, pp.171-181 (10 pages); Available for free at: <https://discovery.ucl.ac.uk/id/eprint/10122168/1/Queer-Migration-and-Asylum-in-Europe.pdf> and ATTACHED.

(*) – Read selections from **Odile Verhaar and Sawitri Saharso**, “The Weight of Context: Headscarves in Holland”, *Ethical Theory and Moral Practice* Vol. 7 No. 2 (April 2004), pp. 179-top of page 187 (“Introduction” and “Headscarves for Police Officers”, 8 pages) + 194-192 (“Conclusions”, 2 pages) only; ATTACHED.

(*) Optionally, quickly skim or at least just look at: Caitlin Killian, ‘The Other Side of the Veil: North African Women in France Respond to the Headscarf Affair’, *Gender and Society* Vol. 17 No. 4 (2003), pp. 567-590. ATTACHED.

Extra secondary sources for your reference:

- Norma Claire Moruzzi, ‘A Problem with Headscarves: Contemporary Complexities of Political and Social Identity’, *Political Theory* Vol. 22 No. 4 (1994), pp. 653-672;
- Hilal Elver, *The Headscarf Controversy: Secularism and Freedom of Religion* (Oxford University Press, 2012);
- Eva Brems, *The Experiences of Face Veil Wearers in Europe and the Law* (Cambridge University Press, 2014);
- Joan Scott, *The Politics of the Veil* (Princeton University Press, 2007);
- Naaz Rashid, *Veiled Threats: Representing 'the Muslim Woman' in UK Public Policy Discourses* (Bristol University Press, 2016).

■ Week 12 – The Next Generation

Monday, 16 May + seminar on Wednesday, 18 May

Third and final check-in about your research project

(*) **Philip Lewis**, *Young, British and Muslim* (London, 2007) Introduction, pp.1-12.
ATTACHED.

(*) **Maruta Herding**, *Inventing the Muslim Cool: Islamic Youth Culture in Western Europe* (Bielefeld, 2013), pp.1-23 or selections: pp.9-11 and 21-23, so 4 pages (you may skim or read quickly the middle bits)*. ATTACHED

*Focus on “Introduction”: “pp.9-11 (2 pages) and “Research Setting + About this Study” pp.21-23 (2 pages), you may skim the middle pages with the comparative cases of Germany, France and Britain but at least skim them, if you cannot read them.

(*) Optionally, quickly skim or at least just look at: Faegheh Shirazi, *Brand Islam: The Marketing and Commodification of Piety* (Austin TX, 2016).

Extra secondary sources listed here for your reference:

- Nancy Foner, ‘Is Islam in Western Europe like Race in the United States?’, *Sociological Forum* Vol. 30 No. 4 (2015), pp. 885-900
<https://www.youtube.com/watch?v=rNBo62tQ2Ok>
- Robert Leiken, *Europe’s Angry Muslims: The Revolt of the Second Generation* (Oxford, 2012)
- Zeyno Baran, *The Other Muslims: Moderate and Secular* (New York, 2010)
- Khizar Hamayun Ansari, *The Infidel Within’: Muslims in Britain since 1800* (London, 2004)
- John Gray, *Al-Qaeda and What it Means to be Modern?* (The New Press, 2005)
- Jocelyne Cesari, *Why the West Fears Islam: An Exploration of Muslims in Liberal Democracies* (New York, 2013)

■ **Week 13 – Continuing debates**

Monday, 23 May + seminar on Wednesday, 25 May

S2 Research essay due at the end of the week

Will probably try to assign very short selections of both, but for now:

(*) Read/skim - **Geoffrey Brahm Levey and Tariq Modood**, “Liberal Democracy, Multicultural Citizenship and the Danish Cartoon Affair”, in Geoffrey Brahm Levey and Tariq Modood, eds. *Secularism, Religion and Multicultural Citizenship* (Cambridge University Press, 2009), pp. 216-42, skimming whatever you need to skim. ATTACHED.

(*) Quickly skim or at least just look at: **Gavan Titley** "Introduction - Becoming Symbolic: from *Charlie Hebdo* to 'Charlie Hebdo'" in Gavan Titley, Des Freedman, Gholam Khiabany, Aurélien Mondon, *After Charlie Hebdo: Terror, Racism and Free Speech* (London, 2017), pp.1-30, skimming whatever you need to skim. Available online: <https://www.bloomsbury.com/uk/after-charlie-hebdo-9781783609406/>

Extra secondary sources, listed here just for your reference:

- Jørgen S. Nielsen, “Danish Cartoons and Christian-Muslim Relations in Denmark” in *Exchange* Vol. 39 Issue 3 (2010), pp. 217-35;
- Paul Sniderman, Rune Stubager, Michael Petersen, Michael Bang and Rune Slothuus, *Paradoxes of Liberal Democracy: Islam, Western Europe, and the Danish Cartoon Crisis* (Princeton University Press, 2016);
- Jytte Klausen, *The Cartoons That Shook the World* (London, 2009).

➔ **S2 Research Essay Due by Friday, 27 May, 12 noon.**

(End of course)

*****Stay focused, but also stay healthy*****

*****Give it the best you can but always follow your own learning path*****

Additional Resources:

The Guardian (free): www.guardian.co.uk
The New York Times: www.nytimes.com
The Washington Post: www.washingtonpost.com
Le monde diplomatique: mondediplo.com
The Economist: www.economist.com
Counterpunch: www.counterpunch.org
Al Jazeera: www.aljazeera.com
Perhaps South Asia's best newspaper: www.dawn.com
India's Economic and Political Weekly: <http://www.epw.in>
The South China Morning Post: <http://www.scmp.com>
South Africa's Daily Maverick: dailymaverick.co.za
Truth Out: www.truth-out.org
Democracy Now: www.democracynow.org
The Funambulist: www.thefunambulist.net
Websites that aggregate long-form journalism: longform.org and longreads.com
Blogs and forms of citizen media have been increasingly important, for instance:
Africa is a Country: www.africasacountry.com
Global voices and its founder: www.globalvoices.org and www.ethanzuckerman.com
Dani Rodrik: www.rodrik.typepad.com
John Pilger: www.johnpilger.com
Naomi Klein: www.naomiklein.org
Ram Guha: www.ramachandraguha.in
Derek Gregory: www.geographicaliminations.com
George Monbiot: www.monbiot.com
Laleh Khalili: www.thegamming.org
Social Media for good: www.sm4good.com
Media Lens: www.medialens.org
Global Exchange – Global Econ 101 <http://www.globalexchange.org/resources/econ101>
Partners in Health (Paul Farmer's organization) <http://www.pih.org>
PBS Documentary Films: *Commanding Heights*
<http://www.pbs.org/wgbh/commandingheights/lo/credits/>
United Nations – Social Dimensions of Globalization
<http://www.ilo.org/public/english/wcsdg/globali/index.htm>
United Nations HABITAT - State of the World's Cities <http://www.unhabitat.org/>
World Social Forum <http://www.fsm2013.org/en>
U.S. National Intelligence Council – Global Trends
<http://www.dni.gov/index.php/about/organization/national-intelligence-council-global-trends>
Center for Economic Policy Research (CEPR)
<http://www.cepr.net/>
Project Syndicate (great source for op-eds from economists of various stripes)
<http://www.project-syndicate.org/>
Oxfam International – People against Poverty <https://www.oxfam.org/>
Food First (organization supporting farmers and food sovereignty) <http://www.foodfirst.org>
Transnational Institute (covers issues of food, land, economy) <http://www.tni.org/>