

POLISCI 48N: Muslim Integration into France

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Stanford University

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Mondays and Wednesdays, 9:30-11AM, Bldg. 160-321

Goals of the Seminar:

The specter of Islamized societies haunts Europe. Fears of a fifth column of terrorism and a challenge by a population of religious fanatics to a largely secularized continent are recurrent in political dialogue from Spain to Austria. Today in France, a fast-food restaurant selling only halal (approved for Muslim consumption) meat in some locations, or a candidate for political office who publicly wears a headscarf, or the hissing at the Marseillaise at a soccer match against an Algerian team, sets off national hysteria. Yet little is known as to whether these worries are a result of everyday xenophobia common to all situations of foreign immigration or whether certain immigrants from the Middle East, Turkey, South Asia and Africa face special challenges due to their Islamic heritage? And if so, why? The two instructors of this freshman seminar have been collecting survey and experimental data in France over the course of the past two years to help answer these questions. Students in the seminar will read a variety of claims made about France and its history of immigration and national integration, and then put some of those claims to statistical test relying on some of the newly acquired data. Students will be introduced to the European political context as well as to basic skills in data analysis. They will be evaluated based upon their seminar participation and a final paper that combines readings in French politics and analysis of data to test the validity of the conjectures and claims in the immigration literature. (Reading knowledge of French and statistical skills are not prerequisites of the course, though some reading knowledge of French would be a time-saver).

To Purchase:

Christopher Caldwell (2009) Reflections on the Revolution in Europe (New York: Doubleday)

Stata 11 Statistical Package (see below for instructions)

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066)

Part I: Historical and Cultural Background

Class 1 – March 29: Overview of the Course

Class 2 – March 31: “Traditional France”

Fernand Braudel The Identity of France vol. 1, chap. 2

Battle of Lepanto [Wikipedia: http://en.wikipedia.org/wiki/Battle_of_Lepanto_%281571%29]

Lawrence Wiley Village in the Vaucluse chaps 1, 4, 7, 10, 13

Class 3 – April 5: The “Making” of Modern France

Eugen Weber Peasants into Frenchmen Intro, chaps 6-7, 27, 29

1905 French law on the Separation of the Churches and the State [Wikipedia:
http://en.wikipedia.org/wiki/1905_French_law_on_the_Separation_of_the_Churches_and_the_State]

Class 4 – April 7: Colonial “France”

Herman Lebovics True France chap. 3 “Frenchmen into Peasants”

Ian Lustick Unsettled States Disputed Lands chaps. 4, 7

Classes 5-7 – April 12, 14, 19: Issues of Muslim Migration into Europe and its Consequences

Christopher Caldwell Reflections on the Revolution in Europe: Immigration, Islam, and the West

(Part I for class 5; Part II for class 6; Part III, for class 7)

Class 8 – April 21: Issues of Muslim Migration and French Identity

John Bowen Why the French Don't Like Headscarves chaps. 2-4

John Bowen Can Islam be French? Chap. 9

[For those who read French, consult the debate on French identity initiated by President Sarkozy:
[\[http://www.debatidentitenationale.fr/\]](http://www.debatidentitenationale.fr/)]

Class 9 – April 26: Is there a Muslim disadvantage in France?

Claire Adida, David Laitin, and Marie-Anne Valfort “Integration into Europe: Identifying a Muslim Effect”

Part II: Introduction to STATA and the French Survey

Statistical Materials: Getting Started

(1) This course will use a single statistical program (called STATA IC\11) and a single dataset (called FranceSurveyCSA.dta).

(2) By the ninth class meeting on April 26, students will be expected to have access to the statistical program and to the dataset.

(a) For the statistical program, the preferred solution is to purchase a student copy of Intercooled STATA (which costs \$98 for a one-year license; or \$179 for a perpetual license), and can be purchased on campus through the website: <http://www.stata.com/order/new/edu/gradplans/gp-campus.html>.

(b) For the dataset, students will by week 5 be able to download it to their personal computers from the Coursework website.

(c) Students will be able to access both the dataset and the statistical program through campus computers for no charge. This will make class participation a bit more “clunky” but students will have that option, and it will be supported.

Class 10 – April 28: A basic introduction to Stata

What we will cover: how to read a dataset into Stata; what the editor screen, results screen, variable screen and command screen are. Using the do file. Using the codebook command to understand how a variable is coded. Learning how to rename a variable, how to give it a label, how to tabulate.

Class 11 – May 3: Reinforcing basic commands

Assignment 1 due (problem set).

What we will cover: reinforce basic notions of variables/values, recoding, tabulating. Students will be expected to discuss their results from assignment 1 in class. We will also look at two other datasets that you can use for your own research (Eurobarometer, World Values).

Class 12 – May 5: Asking a testable question I

Assignment: read “Immigrant Muslims in Belleville” by Simon Kuper:
<http://www.ft.com/cms/s/2/1f4cf7c4-ad5e-11de-9caf-00144feabdc0.html>

What we will cover: What is a testable question? Discussion.

Class 13 – May 10: Summarizing variable information

Assignment 2 due: Write one page on a testable question you’d be interested in researching. Explain how your question is testable, and what kind of data you would want to test it with. Limit yourself to the realm of possibility offered by the three datasets we introduced in class.

What we will cover: summarizing the variable and understanding the summary statistics (center + dispersion); histograms; difference of means tests.

Class 14 – May 12: Uncovering relationships – bivariate relationships I

Assignment 3 due (problem set)

What we will cover: Student presentations of Assignment 3 results

Class 15 – May 17: Uncovering relationships – bivariate relationships 2

What we will cover: graphical representation of how two variables co-vary. Pearson's correlation and statistical significance; Cross tabs and chi-square test of independence.

Class 16 – May 19: Uncovering relationships – controlling for... 1

Assignment 4 due (problem set)

What we will cover: what are some potentially confounding variables? What does that mean?
How do we test to see if they are confounding? Regressions

Class 17 – May 24: Uncovering relationships – controlling for... 2

Assignment 5 due (problem set)

Class 18 – May 26: Final student presentations

Class 19 – Memorial Day

Class 20 – June 2: Final student presentations