

Course Last Updated 3/26/2024



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

### Section I: Course Overview

**Course Code:** POL331

**Subject Area(s):** Politics, History, Sociology

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** N/A

### Course Description

This course examines how 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. This includes analyses of 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. 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.

### Learning Objectives

- Articulate the context of different ethnic communities coexisting in London as well as the host country as a whole.
- Analyze the impact of Islam and Muslims in Britain through a range of field studies and texts.
- Critically and neutrally scrutinize issues pertaining to racial relations.

## Section II: Instructor & Course Details

### Instructor Details

Name: TBD

Contact Information: TBD

Term: TBD

Course Day and Time: TBD

Office Hours: TBD

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Discussion Leadership Assignment - 15%

In-Class Presentation of Current News Story - 15%

Field Study Paper (choice of vignettes) - 20%

Research Paper - 30%

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

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 active learning 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. Seminars held in class will often include small group discussion, which will include reporting group findings to the class. Students are expected to have completed the readings prior to each class and to contribute to small group discussion in an informed manner.

**Discussion Leadership Assignment (15%):** Seminars will often include group discussion, which will include summarizing and analyzing readings and reporting findings to the class. Regular participation in seminar discussion is a vital component of the course. Each student will be expected to lead discussion on one of the weekly topics each semester, as allocated by the instructor. Students are expected to have completed the readings prior to each class and to contribute to group discussion in an informed manner. Students must submit a very short written summary of their allocated reading; this will be shared with the class on the day of the group discussion.

**Field Study Paper (choice of vignettes) (1000 words; 20%):** During the term students will produce one vignette in response to the field studies, themes and ideas studied. Students may include scholarly and personal reflections and responses to the issues raised by the field trips. The vignette should be 700 words maximum. This assignment requires the student to expand and build on their experiential learning. Before the final submission, the student will compose a 300-word concluding evaluation of the vignette in response to 'what you have learned from the field study'. There is going to be considerable flexibility on the conclusion both in terms of approach and format. Students may wish to consider an overall theme or how the chosen field study relates to the course topics – it is important to bear in mind that this concluding evaluation will be drawing together both written work and experience. It will be an extension and development of the student's individual vignette. Students may consider how their experience changed as their knowledge and confidence in the course developed, or they can consider how their understanding of the UK changed through the field study experience. The paper is primarily based on field observations, but additional research can help to frame the topic and enrich the analysis. This paper accounts for 20% of the final grade and should be 1,000 words long.

**In-Class Presentation of Current News Story (15%):** 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 15% 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/>.

Students should submit their story to the instructor the week prior to their presentation. Presentation dates will be assigned in the first class.

**Field Study Research Project (2,000 words; 30%):** This analytical essay involves an investigation of a specific research question relating to a particular aspect of multicultural Britain based on one or more of the course field studies as well as active learning 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 the chosen field study/studies from this class and the main themes of the course, drawing on relevant readings and utilising specific field study material from this class. 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, archival research and secondary sources. Research will be assessed as part of your final mark. A minimum of five scholarly books/articles should be used as sources for this paper. Research ethics and method guidelines are available on CANVAS. Papers must be substantially based on material from this class and not rely on material including field studies from other courses. Additional instructions will be provided in class.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- **Walking tours of Spitalfields and Brick Lane;**
- **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.**

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required Readings

Brown, D. W. (2017). *A New Introduction to Islam*. John Wiley & Sons.

Kersten, C. (2019). *Contemporary thought in the Muslim world: Trends, themes, and issues*. Routledge.

Pugh, M. (2019). *Britain and Islam: A History from 622 to the Present Day*. Yale University Press.

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

### Selected Readings

B, Blackwell. (2003) *Geographies of British Modernity*, Oxford

D. Quataert, *The Ottoman Empire*, Chapters 1 and 10

Donohue J. and Esposito J. (2007) *Islam in Transition: Muslim Perspectives*, Oxford, pp. 2-3

Dwyer, K. (1991) *Arab Voices: the Human Rights Debate in the Middle East*, London, Routledge, pp.1-2, 217

F. Oweis, *Islamic Art as an Educational Tool*

Fetzer, J.S. and Soper, J.C. (2005) *Muslims and the State in Britain, France and Germany*, Cambridge University Press, pp.154-5

Glinert, E (2005). East End Chronicles: Three Hundred Years of Mystery and Mayhem London: Allen Lane, 2005, pp. 117 -147, 242 – 69.

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

Khalidi, T. (2002) 'Learning from Muslim history' in Ipgrave, M. (ed.) The Road Ahead: A Christian–Muslim Dialogue, London, Church House, pp.39–44

Lapidus, I.M. (1992) 'The golden age: the political concepts of Islam' Annals of the American Academy of Political and Social Science, vol.524, pp. 14–15

Lichenstein, R (2007). On Brick Lane (Penguin, 2007), pp. 17-33

P. Lunde, Islamic Art and Science

R. Savory, Christendom vs. Islam: 14 Centuries of Interaction and Coexistence

Said, E.(1997 [1981]) Covering Islam: How the Media and Experts Determine How We See the Rest of the World, 2nd edn, London, Vintage, pp.9–11

## Course Calendar

<b>Session 1</b>	
Topics	<b>INTRODUCTION TO THE COURSE – FORMATION OF THE ISLAMIC TRADITION</b>
Activity	Lecture, discussion and group work Short walk around South Kensington to note the ways that Islam's influence can be seen locally to the study centre.
Readings and Assignments	<b>Readings:</b> Malise Ruthven, Islam: A Very Short Introduction, Chapter 1 Daniel Brown, A New Introduction to Islam, Chapter 1

<b>Session 2</b>	
Topics	<b>THE MAKING OF MULTICULTURAL BRITAIN</b>
Activity	Lecture, discussion and group work
Readings and Assignments	<b>Readings:</b> Daniel Brown, A New Introduction to Islam, Chapter 2

<b>Session 3</b>	
Topics	<b>FIELD STUDY, GUIDED WALK OF WHITECHAPEL, EAST LONDON</b>
Activity	Guided walk
Readings and Assignments	<b>Readings:</b> Required reading: Ed Glinert, East End Chronicles: Three Hundred Years of Mystery and Mayhem London: Allen Lane, 2005, pp. 117-147, 242–69. Rachel Lichenstein, On Brick Lane (Penguin, 2007), pp. 17-33

<b>Session 4</b>	
Topics	<b>EDWARD SAID, ORIENTALISM AND THE EUROPEAN CHALLENGE</b>
Activity	Lecture, discussion and group work

Readings and Assignments	<p><b>Readings:</b>  Required Reading:  Said, E.(1997 [1981]) Covering Islam: How the Media and Experts Determine How We See the Rest of the World, 2nd edn, London, Vintage, pp.9-11  Donohue J. and Esposito J. (2007) Islam in Transition: Muslim Perspectives, Oxford, pp. 2-3  Lapidus, I.M. (1992) 'The golden age: the political concepts of Islam' Annals of the American Academy of Political and Social Science, vol.524, pp. 14-15  Khalidi, T. (2002) 'Learning from Muslim history' in Igrave, M. (ed.) The Road Ahead: A Christian-Muslim Dialogue, London, Church House, pp.39-44  Dwyer, K. (1991) Arab Voices: the Human Rights Debate in the Middle East,London, Routledge, pp.1-2, 217  Jocelyn Cesari, AD252 Islam in the West: the politics of coexistence, CD1 Transcript, Track 9</p>
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<b>Session 5</b>	
Topics	<b>FIELD STUDY: ISLAMIC ART &amp; CULTURE AT THE VICTORIA AND ALBERT MUSEUM</b>
Activity	Museum Visit to the Victoria and Albert Museum
Readings and Assignments	<p><b>Readings:</b>  F. Oweis, Islamic Art as an Educational Tool  P. Lunde, Islamic Art and Science</p>

<b>Session 6</b>	
Topics	<b>FIELD STUDY - THE EAST LONDON MOSQUE</b>
Activity	Visit to the East London Mosque
Readings and Assignments	<p><b>Readings:</b>  Tahir Abbas, ed. Muslim Britain: Communities Under Pressure, Chapter13.  <b>Assignments:</b>  Field Study Paper due</p>

<b>Session 7</b>	
Topics	<b>Midterm Break</b>

<b>Session 8</b>	
Topics	<b>ISLAM IN THE WEST – LIBERAL, PROGRESSIVE, AND ‘RADICAL’ COMMUNITIES AND IDENTITIES</b>
Activity	Lecture, discussion and groupwork
Readings and Assignments	<p><b>Readings:</b>  Required Reading:  D. Brown, Chapter 17</p>

<b>Session 9</b>	
Topics	<b>ISLAM IN EUROPE: COEXISTENCE &amp; COMMUNITY</b>
Activity	Lecture, discussion and group work

Readings and Assignments	<b>Readings:</b> Required Reading: R. Savory, Christendom vs. Islam: 14 Centuries of Interaction and Coexistence Fetzer, J.S. and Soper, J.C. (2005) Muslims and the State in Britain,
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<b>Session 10</b>	
Topics	<b>ISLAM AND GENDER IN MUSLIM BRITAIN AND ISLAMOPHOBIA</b>
Activity	Lecture, discussion and group work – Guest lecture: Humera Khan, An-Nisa Society
Readings and Assignments	<b>Readings:</b> Required Reading: M. Ruthven, Chapter 5

<b>Session 11</b>	
Topics	<b>ISLAMIC MODERNISM AND EDUCATION</b>
Activity	Lecture, discussion and group work
Readings and Assignments	<b>Readings:</b> Required Reading: D. Brown, Chapters 14 and 15

<b>Session 12</b>	
Topics	<b>POLITICAL RADICALISM AND ISLAM AND DEMOCRACY</b>
Activity	Lecture, discussion and group work
Readings and Assignments	<b>Readings:</b> Required Reading: D. Brown, Chapter 16 M. Ruthven, Chapter 6

<b>Session 13</b>	
Topics	<b>FIELD STUDY – AL-MANAAR: THE MUSLIM CULTURAL HERITAGE CENTRE</b>
Activity	Visit to the Muslim Cultural Heritage Centre
Readings and Assignments	<b>Readings:</b> Geographies of British Modernity Oxford: Basil Blackwell, 2003.

<b>Session 14</b>	
Topics	<b>Guest Lecture - TBC</b>
Activity	Guest lecture and discussion
Readings and Assignments	<b>Prepare questions for guest lecturer ahead of class time</b>

<b>Session 15</b>	
Topics	<b>FUTURE OF ISLAM AND MUSLIM-WEST RELATIONS</b>
Activity	Movie, discussion and group work
Readings and Assignments	<b>Readings:</b> Please review your course notes for this class. D. Brown, Chapter 18 <b>Assignments:</b> Research Paper due

## Section III: Academic Policies and Standards

### **Academic Policies**

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### **Student Learning & Development Objectives**

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.