

STUDY GUIDE

FRENCH YOUTH OF MIGRANT DESCENT: THE INTERRELATION OF SPACE AND IDENTITY

Organised by
University of Cantabria

1. IDENTIFYING DATA.		
• Course Name.	French youth of migrant descent: the interrelation of space and identity.	
• Coordinating University.	University of Cantabria.	
• Partner Universities Involved.	Non applicable	
• Course Field(s).	Francophone literature	
• Related Study Programme.	CROSSING BORDERS: Interculturality and Multilingualism in Europe and Beyond	
• ISCED Code.	0220 Humanities.	
• SDG.	SDG.4 – Quality Education. SDG. 17 – Partnership for the Goals.	
• Study Level.	M, D.	
• EUNICE Key Competencies	Problem solving	Orange - moderately
	Teamworking	Green - strongly
	Communication	Green - strongly
	Self-management	Orange - moderately
	Cognitive flexibility	Orange - moderately
	Digital competence	NOT AT ALL
	Technical competence	NOT AT ALL
	Global intercultural competence	Green - strongly

• Number of ECTS credits allocated.	1.5 ECTS
• Mode of Delivery.	On line with synchronous and asynchronous activities.
• Language of Instruction.	English will be the main language of instruction; however, the instructor may use, according to the circumstances, the Spanish or French language. Students will be allowed to use other language than English in their writing activities. The languages could be French, Spanish and Italian.

• Course Dates.	07.01.2026 – 25.02.2026 (January 7 th , 2026 – February 25 th , 2026).
• Precise Schedule of the Lectures.	Time schedule: CET time All seminars will be held as synchronous activities. January 7 th : 11:00 am to 13:00 pm January 14 th : 11:00 am to 13:00 pm January 21 st : 11:00 am to 13:00 pm January 28 th : 11:00 am to 13:00 pm February 4 th : 11:00 am to 13:00 pm February 11 th : 11:00 am to 13:00 pm February 18 th : 11:00 am to 13:00 pm February 25 th : 11:00 am to 13:00 pm
• Key Words.	Intercultural identity, postcolonial identity, Francophone literature, Maghrebian immigration.
• Catchy Phrase.	The bumpy road of intercultural identity: how to navigate throughout diverse languages, narrative identities and spaces.

• Prerequisites and co-requisites.	The course is intended for Master or Doctorate students. It is also open to Comparative studies. A minimum of level of B2 in English is strongly required.
• Number of EUNICE students that can attend the Course.	20.
• Course inscription procedure(s).	Standard EUNICE process.

2. CONTACT DETAILS.

• Department.	Department of Philology.
• Name of Lecturer.	Margarita Elena García Casado.
• E-mail.	margarita.garcia@unican.es
• Other Lecturers.	-

3. COURSE CONTENT.

In this course, we will approach and study how French youths of Migrant origin, in particular from the Maghreb, articulate their identity. We will approach identity as a narrative construct, a construction that posits and defines itself through its relation to space, be it real or imaginary.

4. LEARNING OUTCOMES.

This course is intended to provide narrative and socio-cultural tools that will enable students to

- Approach and understand the interconnection between identity as a construct and the narrative discourse.
- Approach and understand migrant and post-migrant identity from a postcolonial perspective.
- Approach and understand the interconnection between the construction, definition of identity and space, be it real and imaginary.
- Approach and understand how the concept of identity is an ever-changing discourse, an ever changing construction located at the crossroad of spaces and identitarian narratives.

5. OBJECTIVES.

- To provide students with narrative and cultural tools that will enable them to live in a multicultural and globalized world.
- To enable students to appreciate and understand the identities issues that people pertaining to more than one culture have to go through.
- To enable students to appreciate and understand the complex inner realities of people of migrant origin.

6. COURSE ORGANISATION.

UNITS

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| 1. | Identity as a discourse, a construction. From the narrative discourse and narratology to the construction, the narrativization of identity. |
| 2. | The semiotic of space from a postcolonial reading of space, the semiotic of urban space, the semiotic of private space as they are related, as they shape the identitarian narrative discourse. |
| 3. | The concept of identity and citizenship from a French perspective as opposed to the concept of identity and citizenship from a Maghrebien Muslim perspective. |
| 4. | Space and gender identity: from urban space to private and imaginary space. |

LEARNING RESOURCES AND TOOLS.

Readings:

Charef, M. (1989/1983). *Tea in the Harem/Le thé au harem d'Archimède*. (Trans. Ed. Emerry). Mercure de France/Serpent's Tail.

Begag, A. (2007/1986). *Shanty Town Kid/Le gone du Chaâba*. (Trans. Naima Wolf). University of Nebraska Press/Seuil.

Guène, F. (2006/2004). *Kiffe Kiffe Tomorrow/Kiffe kiffe demain*. (Trans. Sarah Adams). Harper Perennial/Hachette littérature.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

The course will be presented in three blocks:

First block: students will have to read and comment articles about the concepts of identity, immigration, postcolonial theory, the interdependence and the interrelation between space and the construction of narrative identity.

Second block: based on the readings of the articles of the first block, students will have to analyse and present selected excerpts of the novels.

Third block: students will turn in and present a video/and or conduct a debate in which they will explain, evaluate and present what they have learned from this course, paying special attention to the interconnection between space and identity.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

The evaluation process will be composed of three sections:

Section 1: students will have to answer to questions dealing with the articles to be read in block 1.

Section 2: students will have to present, analyze and comment excerpts of each novel.

Section 3: a final work to be turned on. Students will present, expose and share what they have learnt about the interconnection of space and identity.

OBSERVATIONS.

All activities to be turned in could be written in English, French or Italian.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Novels:

Charef, M. (1989/1983). *Tea in the Harem/Le thé au harem d'Archimède*. (Trans. Ed. Emerry). Mercure de France/Serpent's Tail.

Begag, A. (2007/1986). *Shanty Town Kid/Le gone du Chaâba*. (Trans. Naima Wolf). University of Nebraska Press/Seuil.

Guène, F. (2006/2004). *Kiffe Kiffe Tomorrow/Kiffe kiffe demain*. (Trans. Sarah Adams). Harper Perennial/Hachette littérature.

Articles or excerpts of

Abualhassan, F. (2021). *Islam and French Identity Politics: The Evolution of Political Discourses*. Special Report. King Faisal Center for Research and Islamic Studies.

Amrullayev, E. (2007). The Culture of Islam and the Concept of European Citizenship: Antagonism and Compatibility. Council of Europe.

Baburajan, P. K. (2020). Gendered Spaces in the Arab World. *Journal of Asian Research*. Vol. 4. Nº 3.

Beaman, J. (2015). As French as Anyone Else: Islam and the North African Second Generation in France. *International Migration Review*, pp. 41-69.

Hall, S.(1996). Who needs 'Identity'?. In Hall, S. & Du Gay, P. ed. *Questions of Cultural Identity*. Sage Publications.

https://pages.mtu.edu/~jdslack/readings/CSReadings/Hall_Who_Needs_Identity.pdf
Hébert, L. (2006). The Actantial Model. Signo [online].
<http://www.signosemio.com/greimas/actantial-model.asp>
Khademi-Vidra, A. (2014). Identity Spaces. *Acta Univ. Sapientiae, Social Analysis*, 4, 1-2, pp. 109-120.
Lefebvre, H. (1991/1974). *The Production of Space*. (Trans. Donald Nicholson-Smith).
Blackwell/Anthropos.
Massey, D. (1994). *Space, Place and Gender*. Polity Press.
Renan, E. What is a Nation?. Text of a conference delivered March 11th, 1882 in Ernest Renan,
Qu'est-ce qu'une nation?
Sayed, A. (2004/1999). *The suffering of the immigrant/La double absence: des illusions de l'émigré
aux souffrances de l'immigré*. (Trans. Devid Macey). Polity Press/Seuil.
Usher, R. (2002). *Putting Space Back on the Map: Globalisation, place and Identity*. Educational
Philosophy and Theory, Vol. 34. N° 1, pp. 41-55.