

Lesson Plan- World Regions-A Focus on France, and a Comparison with Turkey and Uzbekistan: Learning the Laws + the Debates (for instructor use - based on a 1h 15m block period)

Part 1 – (20 mins- teacher led lecture about the laws and events that have led to the current “burqa ban” in France)

1) Start with warm-up – ask students questions as warm-up to introduce the topics

***** Questions to ask students***:**

- 1. What is a veil? What is hijab?**
- 2. What is a burqa?**
- 3. How is a burqa different from other veils?**
- 4. Why do women wear veils and/or burqas?**
- 5. Who wears veils in France?**

2) Introduce relevant laws: 1905 division of Church and State -define Laïcité
2004 Bernard Stasi’s Commission and the law banning ostentatious religious signs in public schools
2010 Burqa Ban

Discuss the background and rationale for each law, as well as the practical applications/consequences of these laws. **(See Appendix 1 for information about the laws to use for the short lecture)**

Part 2- (25 mins- looking at the news and the “burqa ban”)

Have students work in 4 small groups to read 2 newspaper articles about veiling in France, 2 groups per article. Students should use questions to guide their reading. ****(See appendix 2 and 3 which offer reading questions about each the two articles. These appendices should be printed and distributed to the groups along with the articles)****

The first article, *Religious Attire in France and Turkey*, compares laws on religious dress in schools in France, Turkey and Uzbekistan -<http://veil.unc.edu/regions/france/french-laws/english/france-turkey/>

The second article, *France Envisions a Citizenry of Model Muslims*, discusses how former French President Nicolas Sarkozy envisions the ideal Muslim who lives in France - <http://www.nytimes.com/2003/05/07/international/europe/07LETT.html>

Part 3 – (10-15 mins -- students share information with another group and start drawing conclusions, parallels and differences between the situation in France and Turkey)

Note: Students can use the questions provided in appendix 2 and 3 as a basis off of which they present their article to the group- they should not just read their answers to the questions

Part 4 - (15-20 mins – large group discussion to compare articles and synthesize information)

Ask for main points. Then continue with questions.

***** Questions for students for wrap-up*****

- 1. Are the reactions of those Muslim people who are affected by the laws/campaigns similar or different?**
- 2. Are the perspectives on veiling similar or different in the two articles?**
- 3. What do we learn about France's views on veiling in the two articles?**

Appendix 1- Background Information for the instructor's use when implementing part 1 of lesson plan - More information is available at <http://veil.unc.edu/regions/france>

- **1905 Official law passed separating church and state**
 - No religion could be supported by the state, either by financial aid or political support.
 - Everyone had the right to follow a religion, but no-one had an obligation to do so.
 - Religious education at school was strictly forbidden.
 - No new religious symbols could be placed in public places, including graveyards

- **1989**, three teenage girls of North African origin arrived at middle school in Creil, France, wearing veils that covered their hair and despite warnings to remove them, they refused and were eventually expelled.
 - commonly referred to as the "headscarf affair," was the first in a series of many. Other cases had occurred before but were quietly resolved at the local level.
 - gained national attention and caused a storm of controversy among politicians, the press, and the public.
 - raised questions about the rights of minority groups, religious expression in schools, and integration of the immigrant population.

- In **1994**, numerous incidents arose across France and spread until school officials refused to allow more than 100 girls to attend public school.

- **February 2004 -Bernard Stasi's commission**
 - Forbids school students to wear any conspicuous religious or political signs or symbols, such as the Islamic headscarf, the Jewish skullcap or large Christian crosses. The law took effect at the beginning of the 2004-2005 school year.

- **April 2010 -"Burqa ban"**
 - Muslim women in full-face veils, or niqab, are now banned from any public activity including walking down the street, taking a bus, going to the shops or collecting their children from school.
 - French politicians in favour of the ban said they were acting to protect the "gender equality" and "dignity" of women

- **September 2011- First Niqab fines**
 - Only the French police can confront a woman in niqab.
 - They can't remove her veil but must refer the case to a local judge, who can hand out a 150 euro fine, a citizenship course, or both.
 - Gilles Devers, a lawyer acting for Ahmas- one of 2 first women to get fined- and several other women in niqab, argued punishments were not being handed out because the niqab law contravenes European human rights legislation on personal liberties and freedom of religion
 - As soon as a fine is imposed, there will be an appeal right up to the European court of human rights in Strasbourg, which could rule against the law and expose the French state as a laughing stock.

Appendix 2 (for student use during part 2 of lesson plan)

Comparing Religious Attire in France, Turkey, and Uzbekistan

Source: <http://veil.unc.edu/regions/france/french-laws/english/france-turkey/>

Read the article and use the questions below to guide your presentation of the article to the other group. Do not simply read the questions and answers, but use the information as a basis for the parts of the article you will share.

1. How is Uzbekistan's prohibition of Muslim dress different from that of France and Turkey?
2. Is secularism necessarily incompatible with wearing religious symbols? Why or why not?
3. How does the practice of veiling relate to the discussion of wearing religious symbols and how might it differ? Does secularism preclude the wearing of veils?
4. List a few examples of the challenges caused by the law against wearing veils in schools in France.
5. How is religious dress viewed in Turkey, and how is it different from the way it is viewed in France?
6. Give a few examples of protests about the veil that occurred in Turkey.
7. How are students in Uzbekistan different from those in France and Turkey in terms of political activism, and why?

Appendix 3 (For student use during part 2 of lesson plan)

France Envisions a Citizenry of Model Muslims

Source- <http://www.nytimes.com/2003/05/07/international/europe/07LETT.html>

Read the article and use the questions below to guide your presentation of the article to the other group. Do not simply read the questions and answers, but use the information as a basis for the parts of the article you will share.

1. What controversial issue did Nicolas Sarkozy, before he was President, discuss that made the audience so unhappy?
2. How would you describe the strategy of Mr. Sarkozy's campaign?
3. What percentage of the French public, and of the French ministry, is Muslim? Is this a reliable figure? Why or why not?
4. Why does the article argue "that mainstreaming Muslims into European society does not necessarily translate into an embrace of European ideal?"
5. According to the article, what are radicalism and terrorism most likely linked to?
6. What is "integration"? What is the article's perspective on "integration"?