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Portes d'entrée de l'immigration en classe

Description du cours

En parallèle au cours « La France et ses immigrés du Maghreb », le cours ‘**Portes d'entrée de l'immigration en classe**’ invite à s’interroger sur la manière dont l’enseignant peut aborder la notion d’immigration en classe, de l’école élémentaire jusqu’au lycée.

Afin de sensibiliser les élèves à cette question de société, ce cours vous propose des pistes pédagogiques, des ressources documentaires et des outils de réflexion qui s’appuient sur des thèmes humanistes.

Objectifs du cours

- Sensibiliser à la notion d’immigration et à ses enjeux ;
- Découvrir des témoignages d’immigrés et des idées d’exploitation pour la classe ;
- Proposer des projets culturels à mettre en œuvre en classe.

Axes de travail et de réflexion

- Soi et les autres : interroger sa sensibilité ;
- La pluralité identitaire à travers les sens ;
- Récits de vie et expériences humaines ;
- Métissages artistiques : une culture partagée ? ;
- Ici ou ailleurs, mais pas vraiment chez soi ? ;
- Egalité et discrimination en débats.

Règles de bon fonctionnement

Le cours se déroule uniquement en français.

Les participants s’engagent à participer de façon volontaire et motivée.

Les participants s’engagent à respecter le travail demandé.

Modalités d’évaluation

- Participation et engagement en cours 20%
- Mise en œuvre d’une activité* 60 %
- Essai critique 20%

Consignes

* Seul ou à plusieurs, proposer une activité à faire en classe à partir d’un document déclencheur portant sur le thème de l’immigration. Identifier les objectifs communicatifs et linguistiques. Proposer une séquence d’exploitation avec des consignes rédigées.

Programme de cours

Séance	Date	Thématiques de travail	Projet
1		Je quitte mon pays Objectif : évoquer le déracinement	Créer une exposition d'objets
2		Je passe la frontière Objectif : aborder la mobilité	Construire un arbre de haïkus
3		Je suis en terre d'accueil Objectif : repenser l'hospitalité	Rédiger une charte d'accueil
4		Je suis catalogué : immigré Objectif : discuter de discrimination	Analyser une caricature
5		J'apprends la langue française Objectif : découvrir des sonorités, des mots venus d'ici et d'ailleurs	Faire l'inventaire des emprunts
6		Je vis en banlieue Objectif : visiter des logements (bidonvilles, HLM, camps...)	Enregistrer un balado sonore
7		Je vis entre ici et là-bas Objectif : évoquer l'intégration et l'insertion sociale	Jouer l'entre deux chaises
8		Je suis ordinaire Objectif : décrire le quotidien d'un immigré en France	Créer une exposition photographique
9		Je suis et nous serons Objectif : imaginer un lendemain utopique à l'immigration	Ecrire un texte à 4 mains et proposer une lecture expressive ou un slam.

Bibliographie (non-exhaustive)

Albums jeunesse / BD

- BOUDJELLAL Farid, Mémé d'Arménie, Futuropolis, 2006.
GOBY Valentine, Collection «Français d'ailleurs», Paris : Autrement jeunesse, 2018 et 2016, 79 p.
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TAN Shaun, Là où vont nos pères, Paris : Dargaud, 2007, 120 p. (Long courrier).

Romans jeunesse et adultes / Essais

- AGIER Michel, L'étranger qui vient : repenser l'hospitalité, 2018.
ALCOBA Laura, Le bleu des abeilles, 2013.
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BENAMEUR Jeanne, Pourquoi pas moi ?, 2001.
BEN JELLOUN Tahar, Partir, Gallimard, 2007.
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DIOME Fatou, Le ventre de l'Atlantique, Le livre de poche, 2005.
GAUDE Laurent, Eldorado, Actes Sud, 2007.
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THUY Kim, Ru, Liana Lévi, 2010.

Nouvelles

- Nouvelles odyssées : 50 auteurs racontent l'immigration, La documentation française, 2009.

Films

- Un jour, ça ira, Edouard Zambeaux, 2018.
Samba, Erick Toledano, 2014.
La cour de Babel, Julie Bertucelli, 2013.
La pirogue, Moussa Toure, 2012.
Welcome, Philippe Lioret, 2009.
Mémoires d'immigrés, Yamina Benguigui, 1997.

Chansons et slams

- Abd Al Malik, Gibraltar, 2007.
Charles Aznavour, Les émigrants, 1986.
Julien Clerc, Réfugié, 2005.
Léo Ferré, Les étrangers, 1974.
Grand Corps malade, Au feu rouge, 2017.
Grand Corps malade, Je viens de là, 2008.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are strongly encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns,

incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or

stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical

or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.