

RACE, SEGREGATION & POLITICS: FROM THE UNITED STATES TO FRANCE

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This class will examine questions of race, segregation and contemporary politics using a comparative lens. We will focus primarily on the United States, but in a way that allows students to compare to contemporary and historical France. Students will be exposed to American thinking about race, segregation and ghettoization, and the debates in France about whether this American lens works in the French context. We will also examine the question of race and racism in recent elections, and how it relates to the geography of changing regions.

Classes will be a mix of lectures, seminar discussions, and discussions with guest lecturers.

Keep in mind that this class will deal with difficult and uncomfortable material, and that students should come with an open mind prepared to both listen and engage.

Readings are mandatory for each class, and will be in a mix of French and English. All readings will be posted to Moodle.

Assignment: A four page (15000 signes) essay comparing the US and France. Details to follow. The student will be required to hand this assignment in on the teacher's digital work environment on the Moodle website three weeks after the end of the course;

SCHEDULE AND READINGS

Week 23/11 - 24/11: Race and the United States

Session 1: Understanding race in the United States. What is race? Isn't it a social construct? Why talk about race?

- Ta-Nehisi Coates, 2015. *Between the World and Me*, Text Publishing. (sections)

Session 2: Understanding segregation in the United States. What is segregation? Is it always about race? Has it changed?

- Jeff Chang, 2016. *Vanilla Cities and their Chocolate Suburbs*, in *We Gon' be Alright*, Picador.

Session 3: *C'est quoi le ghetto?* (with Yohann Le Moigne) Does it still exist?

- Loic Wacquant, 1997. Three pernicious premises in the study of the American ghetto. *International Journal of Urban and Regional Research*, 21(2), pp.341-353.
- Yohann Le Moigne, Race, ethnicité et concurrence interminorités : le cas des rivalités politiques entre Africains-Américains et Latinos dans la ville de Compton (Californie), *Politique américaine* 2016/2 (N° 28), p. 89-111.
- Yohann Le Moigne, Where you from ? Le rôle de l'ancrage territorial et de ladistance culturelle dans l'augmentation des conflits entre gangs noirs et latinos à Compton, Californie, *Revue française d'études américaines* 2016/4 (N° 149), p. 159-174.

Week 30/11 - 1/12: France and the United States in Comparison

Session 4: The ghetto/banlieue debate. Can you compare?

- Michel Kokoreff (2007) “Du stigmaté au ghetto. De la difficulté à nommer les quartiers”, Informations sociales 5/(141) : 86-95.

Session 5: C'est quoi le 9-3? Is talking about Seine Saint-Denis in terms of race racist?

- Yohann Le Moigne, Greg Smithsimon and Alex Schafran, 2016. Ni la race ni le 9-3 ne sont ce que nous croyons qu'ils sont. Hérodote, (3), pp.99-124.

Session 6: Should we be comparing differently?

- Alex Schafran and Yohann Le Moigne, 2018. Between the Suburbs and the Banlieue, in Anacker and Maginn, forthcoming.

Week 7/12 - 8/12: Race and contemporary politics

Session 7: Race, segregation and the US election. Was this election about race? Or about cities?

- Thomas Wood, 2017. [Racism motivated Trump voters more than authoritarianism, Washington Post, April 17, 2017](#)
- Sean McElwee, 2017. [How Racism Helped Trump & Halts Progressive Politics](#), Demos.

Session 8/9: Onze million racistes? Geography, race and the French election. Does it make sense to analyze France with an American lens?

Note : This final session will take place twice, to allow for a smaller discussion. Students will be divided into two groups and will only attend one session.

- Eric Charmes, 2012. La vie périurbaine favorise-t-elle le vote front national? Études Foncières 156 (mars - avril 2012): 8,8-10.
- Ethan Katz, 2017. [How Marine Le Pen relies on dividing French Jews and Muslims](#). The Atlantic, April 19, 2017.