
TOPICS: ANTHRO OF BECOMING: COMP COURSE ON RACE & RACISM in Spring 2021 (AN3091B)

Course Code	AN3091B	Professor(s)	
Prerequisites	None	Office Number	G-307
Class Schedule	MR: 12:10-13:30 in C-103	Office Hours	By appointment
Credits	4	Email	mahouansou@aup.edu
Semester	Spring 2021	Office Tel. Ext.	820

Course Description

Racism operates by determination of degrees of deviance in relation to the White-Man face, which endeavors to integrate nonconforming traits into increasingly eccentric and backward waves, sometimes tolerating them at given places under given conditions, in a given ghetto, sometimes erasing them from the wall, which never abides alterity (it's a Jew, it's an Arab, it's a Negro, it's a lunatic...). From the viewpoint of racism, there is no exterior, there are no people on the outside. There are only people who should be like us and whose crime it is not to be. The dividing line is not between inside and outside but rather is internal to simultaneous signifying chains and successive subjective choices. Racism never detects the particles of the other; it propagates waves of sameness until those who resist identification have been wiped out (or those who only allow themselves to be identified at a given degree of divergence). Its cruelty is equaled only by its incompetence and naïveté.

Deleuze & Guattari, *A Thousand Plateaus*

COURSE DESCRIPTION

When it comes to race and racism the question asked could either be “Who is different from whom?” or “What does difference mean”? The latter is the focus of this course.

This course is an introduction to an anthropology of becoming—a perspective we will use to compare contemporary issues of racism in different locations (e.g. the USA, France and other European countries). By ‘becoming’, I refer to a concept used in the social sciences that was first developed by Gilles Deleuze and Félix Guattari. We will discuss why the understanding of the idea of race seems to pertain to specific locations: how and why location shapes individual and collective experiences of racism. And, how and why collective connections are created and reinvented to counter racism using a cluster of resources and supports (e.g.: advocacy groups,

social media).

This course examines how anthropology has participated in the creation of differences and is currently trying to cope with this, a dilemma that extends beyond the discipline as it affects our daily lives. Throughout the semester we will explore the processes of (re)framing everyday racism and its

understanding, examine what is at stake as purportedly universal concepts are mobilized in different locations—such as the circulation of political issues to the complexity of translating theoretical concepts (e.g. BLM, Race, Intersectionality). We will also analyze and debate the meaning attributed to change and resistance in several domains (e.g.: activism, popular culture, literature, media and academia).

Students will be encouraged to work in small groups for writing assignments and participate in experiential auto-ethnography.

Course Learning Outcomes

General Education

Course Outline

COURSE OUTLINE:

The course will cover the following topics:

- Introduction to Anthropology and Race
- Race and Science
- Policing the Body
- Blackness and Whiteness

To be turned in **Thursday February 11th:**

I HAVE READ AND UNDERSTOOD THE POLICIES OF THE COURSE AN/CM 3091, PROF AHOUANSOU, OUTLINED IN THIS SYLLABUS.

DATE____

NAME AND SIGNATURE____

COURSE SCHEDULE:

Note: This course outline is subject to change during the semester based on our progress, in accordance with student interest and may be modified by the instructor.

Students will be notified of any changes on Microsoft Teams and in class – **We will not use Blackboard**

Week 1 January 18th – 22nd	Mon 1/18 <i>Introduction to the course</i>	Thurs 1/21 <i>Anthropology and Race—What is the conversation?</i>
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JANUARY 24TH – LAST DAY TO DROP/ADD COURSES ONLINE

Subjectivity and Science—Starting the conversation

Week 2 January 25th – 29th	Mon 1/25 <i>Being a Scientist</i> <u>Readings:</u> - Deborah Reed-Danahay, “Anthropology”. http://proxy.aup.fr/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2004779&site=ehost-live&scope=site&ebv=EB&ppid=pp_11 - Anthony Kwame Harrison, “Still Singing ‘Kiss My Ass’ to A Wagner Melody: Anténor Firmin, Bronislaw Malinowski, and the Establishment of Twentieth Century Ethnography”. http://proxy.aup.fr/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=2004779&site=ehost-live&scope=site&ebv=EB&ppid=pp_11	Thurs 1/28 <i>Race and the Constitution—elaboration</i> <u>Reading:</u> - Audrey Smedley, “‘Race’ and the Constitution: Human Identity”. https://aup.primo.exlibrisgroup.com/permalink/01AUP_INST/12f2gg6/cdi_gale_infotracacademicorg/741
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		Influence: Anthropology against Racism". http://proxy.aup.fr/login?url=https://www.js10.14321/j.ctvthhcrz.8
Week 5 February 15th – 19th	Mon 2/15 <i>Whiteness</i> <u>Readings:</u> - Ruth Frankenberg, <i>The Social Construction of Whiteness</i> : Chaps 1. https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/bbk083/alma992018976106026	Thurs 2/18 <i>Race Readings:</i> - American Anthropological Association. S "Race" and Intelligence (1994). https://s3.amazonaws.com/rdcms-aaa/files/public/FileDownloads/pdfs/cmtes/minority/Statement_on-_Race_Intelligence1994.pdf - American Anthropological Association, S "Race" (1998). http://www.aaanet.org/stmts/racepp.htm - Francis L. K. Hsu, "The Cultural Problem Cultural Anthropologist". https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/12f2gg6/cdi_proquest_journals_1289
Week 6 February 22nd – 26th	Mon 2/22 In class talking points about Midterm Last day to submit the revised mini-assignment Fieldwork starts Monday Feb. 22	FEBRUARY 24TH – 28TH, MINI BREAK CLASSES)
Week 7 March 1st – 5th	Mon 3/1 <i>Blackness</i> <u>Readings:</u> - Frantz Fanon, <i>Post-colonial Studies Reader</i> : "The Fact of Blackness". https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/1n1ctv/alma992018646306026 - W.E.B Du Bois, <i>The Souls of Black Folk</i> : "Of our spiritual strivings" & "Of the dawn of freedom". https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/1n1ctv/alma991988054706026	Thurs 3/4 <i>Policing the Body—Starting t conversation</i> <u>Film:</u> - Anita: <i>Speaking Truth to Power</i> . https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/1n1ctv/alma992103327706026 <u>Reading:</u> - Crenshaw Kimberlé W., "Mapping the ma Intersectionality, identity politics, and viole women of color". https://aup.primo.exlibrisgroup.com/perma

MIDTERM (last day to send recording Sunday March 7th, 2021 before 11pm—Paris time)

Week 8	Mon 3/8	Thurs 3/11	Race
March	<u>Readings:</u>	<u>Readings/YouTube Video:</u>	
8th –12th	- Eric Fassin, "Sexual events: from Clarence Thomas to Monica Lewinsky". https://aup.primo.exlibrisgroup.com/permalink/33AUP_INST/12f2gg6/cdi_gale_lrcgauss_A93211862	- Margaret Mead & James Baldwin, <i>A Rap</i> https://aup.primo.exlibrisgroup.com/permalink/1n1ctv/alma992122143006026 - Jean Walton, <i>Fair Sex, Savage Dreams</i> , Race: Mead and Baldwin". https://aup.primo.exlibrisgroup.com/permalink/1n1ctv/alma992085165906026	

MARCH 17TH, MID-SEMESTER

Week 9	Mon 3/15	<i>Race Relations</i>	Thurs 3/18	<i>Policing the Body—Conversion</i>
March	(Europe)		continues	
15th – 19th	<u>Readings:</u>		<u>Film:</u>	
	- Paul Gilroy, <i>They Ain't No Black in The Union Jack</i> , "Introduction". https://ebookcentral-proquest-com.proxy.aup.fr/ib/aup/reader.action?docID=1486977&ppg=12		<i>Black Military Workers and Scientific Racism</i> Oronde Polk. https://www.c-span.org/video/?477573-1/black-military-workers-scientific-racism&fbclid=IwAR3XVCUmjB07-9L2rcGRAVn9SzQ5BHnDGDVDB8	
			<u>Readings:</u>	
			- Didier Fassin, <i>Enforcing Order. An Ethnography of Urban Policing</i> , "Preface to English Edition" "Preliminary Remarks". https://aup.primo.exlibrisgroup.com/permalink/1n1ctv/alma991801433406026	

MARCH 19TH, MID-SEMESTER GRADES DUE

Week 10	Mon 3/22	<i>Policing the Body</i>	Thurs 3/25	<i>Policing the Body—Conversion</i>
March			<u>Readings:</u>	
22nd – 26th	<u>Film:</u>		- Walter White, <i>Rope and Faggot</i> , "Introduction"	
	<i>Belle</i> , Amma Asante.			

	Readings: - Jacob-Huey Lenita, "BTW, How Do You Wear Your Hair?": Gender and Race in Computer-mediated Hair Debates". https://aup.primo.exlibrisgroup.com/permalink/3AUP_INST/1n1ctv/alma991999903906026 - Tanisha C. Ford, "Kwame Brathwaite Black is Beautiful".	https://aup.primo.exlibrisgroup.com/permalink/3AUP_INST/1n1ctv/alma992030407706026 - Agnieszka Pasieka, "Anthropology of the ..." https://aup.primo.exlibrisgroup.com/permalink/3AUP_INST/12f2gg6/cdi_gale_infotracaacademico/1n1ctv/alma9912085238406026
Week 11 March-April 29th – 2nd	Mon 3/29 1 <i>Schizo stage</i> Readings: In class reading group: - Deleuze & Guattari, <i>A Thousand Plateaus</i>, "Translator's Foreword: Pleasures of Philosophy"; "Notes on the Translation and Acknowledgements" & "Author's Note".	Thurs 4/1 <i>So what if w...</i> Readings: - Geoff Gilbert, "Shame, Fiction, and the Te... - Translation" → (PDF on Teams). - Zannini, Burnautzki, Kiparski, R. Thierry, <i>D...</i> - Authorship, "Introduction. Dealing with Au...
APRIL 2ND, LAST DAY TO WITHDRAW FROM A COURSE.		
LAST DAY TO CHOOSE THE CR/NC GRADING OPTION.		
Week 12 April 5th – 9th	Mon 4/5 <i>What is</i> <i>Difference?</i> Film: <i>Get Out</i>, Jordan Peele (1h44 min) https://aup.primo.exlibrisgroup.com/permalink/3AUP_INST/1n1ctv/alma991859893406026	Thurs 4/8 <i>Subjectivity</i> Readings: - Laplante, Gandsman & Scobie, <i>Search A...</i> "Foreword" & "Introduction". https://ebookcentral.proquest.com/lib/aup/ocld=6311143
APRIL 5TH, EASTER MONDAY (NO CLASSES)		
Week 13 April 12th – 16th	Mon 4/12 2 <i>Schizo stage</i> Reading: In class reading group: - Deleuze & Guattari, <i>A Thousand Plateaus</i>, "Introduction: Rhizome".	Thurs 4/15 <i>Differences</i> - Wright Michelle M., <i>Becoming Black</i>, "... https://aup.primo.exlibrisgroup.com/permalink/3AUP_INST/bbk083/alma992085238406026

Week 14	Mon 4/19	<i>Schizo stage</i>	Thurs 4/22
April	3		<i>stage 4</i>
19th – 23rd	Readings: In class reading group:		Readings: In class reading group:
	- Deleuze & Guattari, <i>A Thousand Plateaus</i> , “Memories of a Sorcerer, I”; “Memories of a Sorcerer, II”; “Memories of a Sorcerer, III”.		Deleuze & Guattari, <i>A Thousand Plateaus</i> , a Haecceity” & “Memories and Becomings Blocks”.
Week 15	Mon 4/26	WRAP UP SESSION	
April			
26th – 30th			
APRIL 28TH LAST DAY OF CLASSES			
APRIL 29TH – MAY 2ND READING DAYS			
(MAY 1ST, HOLIDAY)			
Final exam session: Short presentation			
Monday, May 10th, 2021: 18:30-21:00pm			
MAY 26TH, ALL GRADES DUE			

Textbooks

This course doesn't have any textbook.

Attendance Policy

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the

student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Attendance at all exams is mandatory. IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may also recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods*.

Three or more absences in the class will automatically result in the student receiving an "F" grade in the course.

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING POLICY:

Note: *Assignment details to be find below.*

Midterm (10%)

Ten minutes class presentation

Goal: *Demonstrate comprehensive knowledge.*

Quizzes (10%)

Short essay on assigned readings and viewings

Goal: *To keep track of your work outside the classroom.*

Final Research project 40%

Fieldwork journal (20%) + essay (20%):

Students will do a short fieldwork (keep a journal on race and racism, analyse their data and do a short class presentation at the end of the semester).

Goal: *Demonstrate comprehensive learning but first and foremost highlight their own experiment of Becoming.*

Reading participation 20%

Students will work on their comprehension of the weekly readings

Goal: *Learn to use critical and analytical thinking.*

Viewing group participation (10%)

Students will write a paper reaction to the viewings (200 words maximum no less than 150 words) and send it by email.

Goal: *Learn to ask questions and to engage with their classmates.*

Class participation 10%

Students are expected to make continuous, active, and high-quality contributions to in-class discussions.

Goal: *Demonstrate the reading and viewing groups nurture a lively and interesting class discussion.*

Grading Scale:

- A+: 97-100% (A+ appear as A on transcript)
- A: 93-96.9%
- A-: 90-92.9%
- B+: 87-89.9%
- B: 83-87.9%
- B-: 80-82.9%
- C+: 77-79.9%
- C: 70-76.9%
- D: 60-69.9%

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- F: 0-59.9%

Assignment Details:

READING PARTICIPATION

Students will work on their comprehension of the weekly readings: Reading instructions will be posted on Teams. Instructions will vary from time to time (guiding questions to read the text, reading group, and so on).

VIEWING GROUP PARTICIPATION

Students will write a paper reaction to the viewings and send it by email:

- A 200 words paper (maximum no less than 150 words).
- Instructions will be posted on Teams.

MIDTERM Deadline March the 7th 11pm (Paris time).

Instead of a midterm you will do a class presentation (10 minutes)—based on the course readings and the viewings.

- More details to be given in class prior to the midterm.

FINAL RESEARCH PROJECT

Throughout the semester you will take detailed fieldnotes of your daily interactions and experiences involving racism. It is better to use a notebook (to avoid losing your data).

Goal: *Keep track of social relations around racism in of your daily interactions. The assignment is about practicing fieldnote writing.*

At the end of the semester, you will turn in your journal and write a short essay.

The essay consists in an anthropological analysis of your journal. You will apply what you learned during the entire semester. The essay should be 5 to 8 pages long.

- **The Fieldwork Journal**

Must contain text (transcripts of interviews and observations, personal reflections, etc.). It can also contain images such as maps or photographs. The format you choose depends on the methodological choices you make during the course and your personal preference. The Fieldnote Journal must show evidence that you have spent time conducting original ethnographic research and demonstrate your knowledge and application of the different stages of the research process.

Note: *Please bring your Fieldwork Journal to class to get help work on it in class and discuss your progress.*

- **Essay:**

The **final paper** must be at least 5 pages and no more than 8. Late papers will not be accepted. The essay related to the anthropology of race and racism must mirror your fieldwork. A minimum of 5 different scholarly citations in your work is required and should be based on the assigned readings and films listed on the syllabus. At least two of these must be original readings or films; that is, not already listed on the syllabus.

Writing Format:

All papers must be turned in under the following format. Under no circumstances will I accept another format.

- Microsoft Word
- Font: Times New Roman
- Font Size: 12 points
- Margins: 1 inch (all sides) / (2,5 cm)
- Line Spacing: Double
- Quotes' Line Spacing: Single
- Saving and naming document as: lastname_week.doc (e.g.: Ahouansou_week1.doc)

Mini assignment (project proposal):

By **Thursday January 28th** you will choose a topic involving race relations. The questions you should ask yourselves when choosing your topics are the following:

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- 1) What do I know about race?
 - 2) What do I know about racism?
 - 3) What do I know about race relations?
 - 4) Why did I choose this course?
 - 5) How does my topic meet the objectives of the course?
 - 6) What kind of impact my research can have on a personal level and more widely? (socially, intellectually, politically)
 - 7) Standpoint—How would I best describe myself? (e.g.: gender, age, etc.)
 - 8) What methodology should I apply? (e.g.: library research, interview, participant observation, readings and films analysis)

Questions 1-3 write two sentences (per question) explaining what it is that you know. Questions 4-6 write three sentences (per question) explaining what you hope to learn from the course and how relevant it is to your research topic. Question 7 no more than four sentences. Question 8: Will be discussed in class.

By **Monday February 1st 7am** (Paris time) the questions should be answered.

FINAL PRESENTATION:

Monday May the 10th (final exam period), You will present your research project. (details to be discussed in class).

Other

All Syllabus information's to be found on Microsoft Teams

Classroom Etiquette

This is not a black or white issue. It is way more than that. Skin color, branded items, gender identification, nationality, age etc., do not give you access to someone else moral, psyche and/or trauma; that is someone else life experience. In this class we will talk about sensitive issues therefore we must follow few rules.

- Be mindful and respectful of each other
- Listen attentively, especially when it comes to a disagreement. The goal is to learn to be critical and analytical
- Be on time
- No laptops and phones on in classroom (unless you have special needs)
- Daily check your AUP email address. Be sure to do so prior to coming to class (in case of late announcement)

Email Etiquette

Before sending an email, please make sure the answer is not already on the syllabus and/or on Microsoft Teams. Keep your emails short, professional and to the point. If you have a question and/or comment which I cannot answer in 3 to 5 sentences, please ask for an appointment.

I reserve the right to not answer emails that are disrespectful, e.g.:

Do not send emails to ask:

- What are the readings or viewings for the next class?
- What are the assignments for the next class?
- What is my current grade?

When sending an email, please make sure to be respectful. Always start with a greeting:

- Dear Professor,
- Hello Professor,
- Good Afternoon,
- Do not write in capitals—It visually punctures the eardrums
- Beware of your punctuation—I encourage you to only use exclamation marks (“!”) when wishing me a happy birthday. Right, you do not know my DOB. You get my point? Same with question marks (“?”). Make good use of them.

End your email with a salutation

- Thank you
- Best
- Sincerely

When you receive an email marked important it means a fast response is expected. The red exclamation mark in the right corner is indicative of the urgency of the matter (shot screen below)/

