Boston College Summer Session 2017
RLRL330201
Racism: French and American Perspectives
Credits 3
Summer 2
June 27-August 3
Tuesdays and Thursdays
6:00-9:15 p.m.

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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in texts and films and investigate the experiences of African-Americans in France.

Textbooks & Readings (Required)
Gustave de Beaumont, Marie, or Slavery in the United States
Alexis de Tocqueville, Democracy in America I
Simone de Beauvoir, America Day by Day
Jean Genet, Blacks: Clown Show
Vera Lee, The Black and White of American Popular Music
Jean-Paul Sartre, No Exit and Three Other Plays
Textbooks & Readings (Recommended)
Frantz Fanon, *Black Skin, White Masks*
Albert Camus, *Exile and the Kingdom*
Durand Echeverria, *Mirage in the West*
Larry Tye, *Bobby Kennedy*

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. The As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

Course Objectives
The student will demonstrate Knowledge across cultural settings and will learn the impact of culture, gender, and age in literary works such as the writings of Gustave de Beaumont, Simone de Beauvoir, Alexis de Tocqueville, Jean Genet, Vera Lee and Jean-Paul Sartre.

The student will demonstrate ethical knowledge by discussing the concepts and the interaction of characters in the writings of Gustave de Beaumont, Simone de Beauvoir, Alexis de Tocqueville, Jean Genet, Vera Lee and Jean-Paul Sartre.

Gaining a broader understanding and appreciation of intellectual activity in literature, film, painting, music and photography

Learning to analyze and critically evaluate ideas, arguments, and points of view

Developing skill in oral and written expression

Grading
Class Participation (50%)
Presentation of research to the class (25%)
Final examination (25%)

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

Deadlines and Late Work

All readings and assignments should be completed on the date indicated on the syllabus.
Course Assignments

It is expected that 8 hours per week of your study time will be spent on out of class assignments and exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester. The reading assignments required in preparation for each class are listed below.

Course Schedule

1. Tuesday, June 27
   Introduction
   Consideration of documents distributed in class
   Each class meeting will be devoted to a consideration of the following topics.
   Artistic and cultural encounters
   Historical and literary Testimonies
   Current events/ Actualités
   Project: case study

2. Thursday, July 29
   Artistic and cultural encounters
   Historical and literary Testimonies
   Early encounters
   Mirage in the west
   Consideration of documents distributed in class including a Huguenot Narrative, passages from Jean-François Chastellux’s *Voyages* and Jacques Brissot de Warville’s critical examination of Chastellux’s text
   Current events/ Actualités
   Project: case study

3. Tuesday, July 4

4. Thursday, July 6
   Artistic and cultural encounters
   Historical and literary Testimonies
   Alexis de Tocqueville, *Democracy in America*, Introduction, Chapter II
   Current events/ Actualités
   Project: case study

5. Tuesday, July 11
   Artistic and cultural encounters
   Historical and literary Testimonies
   Alexis de Tocqueville, *Democracy in America*, Chapter XVIII
   Current events/ Actualités
   Project: case study
6. Thursday, July 13
Artistic and cultural encounters
Historical and literary Testimonies
Gustave de Beaumont, *Marie, or Slavery in America*
Current events/ Actualités
Project: case study

7. Tuesday, July 18
Artistic and cultural encounters
Historical and literary Testimonies
Gustave de Beaumont, *Marie or Slavery in America*
Presentation by Margaret Flagg: Margaret Fuller
Current events/ Actualités
Project: case study

8. Thursday, July 20
Artistic and cultural encounters
Historical and literary Testimonies
Jean-Paul Sartre, *The Respectful Prostitute*
Current events/ Actualités
Project: case study

9. Tuesday, July 25
Artistic and cultural encounters
Historical and literary Testimonies
Simone de Beauvoir, *America Day by Day*
Presentation by Margaret Flagg: Simone de Beauvoir
Current events/ Actualités
Project: case study

10. Thursday, July 27
Artistic and cultural encounters
Historical and literary Testimonies
Jean Genet, *Blacks; Clown Show*
Current events/ Actualités
Project: case study

11. Tuesday, August 1
Sharing research projects

12. Thursday, August 3
Final Examination
Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Attendance and participation in class discussions will count for 50% of the course grade.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.