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### **Syllabus - Cours spécialisé**

#### **Othering and State Institutions: Global comparative perspectives on forms of state-sponsored racism, xenophobia, sexism and related processes of alterisation.**

2<sup>nd</sup> semester, 1<sup>st</sup> cycle

*Online shared folder: CS Othering and State Institutions*

#### **Course description - Targets**

This course offers a global comparative introduction to the political study of state-sponsored forms of othering, with special reference to racism, xenophobia and sexism. It draws on interdisciplinary theoretical and empirical research in social sciences – mainly in Political Science, History, Sociology, Anthropology and Geography – on various processes of othering, in order to provide historical and contemporary insights on the role of state institutions in the “making and unmaking of Others”. The course uses a comparative approach to bring about similarities and differences between such processes across a variety of contexts, primarily located in Europe, Northern America, and Africa. In doing so, the course intends to both decentre the gaze from contexts and dynamics that students may be the most familiar with, and to train students in the methods of Comparative Politics applied to the study of othering.

The course tackles three central aspects of state-sponsored forms of othering:

- (1) state-formation through the making of Others;
- (2) contemporary state practices of producing and reproducing Others; and
- (3) the role of public action, and its politicisation, in the unmaking of Others.

The course is organised in five sections.

In the first introductory section, students get introduced to the aims of the course and to key theoretical approaches and debates for the study of state-sponsored othering. This includes the framing of the concept of “othering” as a theoretical tool to compare various forms of alterisation in relation to states, definitional debates about racism, xenophobia, autochthony, patriarchy and sexism – among other key terms, and a focus on important attempts to think their articulation with processes of state-formation and with public action, including the notions of “discrimination” and “stigmatisation”.

In the following three sections, the course explores forms of state practices of othering, of state formation through othering, and of politicisation of state othering via a focus on the inner workings of three kinds of state institutions: “regalian”, “welfare” and what may be termed as “identity driven” state institutions and policies. Each session centres on a particular policy sector and an associated specific set of state institutions (i.e., the criminal justice system, the immigration services, the education system, public healthcare delivery, civil registration...) and relies on a comparative and historically contextualised study of various international cases to draw conclusive consideration.

Finally, the last section questions the roles of state institutions in the unmaking of Others through a comparative critical analysis of anti-othering policies.

### Structure of the sessions

The sessions will typically be structured as follows:

- 5’ for arrival and attendance register
- 20’ of theoretical introduction, defining key concepts and debates, general considerations on the policy sector and the set of state institutions under study
- 45’ of contextualised empirical comparison of selected international cases putting some of these concepts and debates at work
- 5’ of break
- 20’ of radio talk + 10’ of open discussion
- 15’ of complementary comments on the topic of radio talk
- 5’ of conclusive remarks

The discussion of the compulsory readings will feature into the theoretical introduction section or the empirical comparative section, depending on the nature of the texts. **It is therefore crucial for students to read these compulsory texts (one or two per session) in order to foster a more participative and active learning experience. In addition, the comprehension of the content of these compulsory readings will also be assessed during the test.** Students are hence strongly encouraged to compile reading notes throughout the semester for the classes and the preparation of the final test.

However, the sessions 6 and 8 will be organised differently.

Indeed, **for the session 6, students will present their preliminary work on their final papers:** depending on the exact number of papers that the class will be preparing, one hour to one hour and a half will be dedicated to these short presentations and responses.

And **during session 8, students will be taking the test.** Exceptionally, the session will run 20 minutes longer and the students will write the test during the last hour.

## Assessment

The assessment is made of four components:

### 1) **A collective oral grade for a “radio talk” (20%)**

During the sessions 3,4,5,7 and 9, the students will have to perform collective oral exercises in groups of 7 to 8, on a given topic that relates to one of the policy sectors that will be discussed during these sessions.

**The radio talk will last for 20 minutes**, during which each of the students will have to play one of the following characters:

- a journalist (typically 2 to 3 students – minimum 1)
- a researcher (typically 1 or 2 students – minimum 1)
- a policy expert, in the form of an elected or nominated politician or a government employee (typically 1 or 2 students – minimum 1)
- an activist or another figure of civil society (typically 2 to 3 students)
- a humourist-columnist (typically 1 student)

The oral exercise should take the form of a radio show, which may typically include: short introduction or briefing sections, short field reports, short interviews, a short news report relevant to the topic, a short debate, a satirical sequence... The students can chose how to structure the show and the exact composition of the characters but should stick to the 20 minutes. In addition, they should build the arguments presented in the show **on at least 2 academic publications** on the topic (which they will explicitly reference during the show) and provide **empirical elements from at least two international cases**.

**In addition, each group will have to submit a one-page document that will include the structure of the show and the key arguments presented by the characters**, sent to [jeanne.bouyat@iepg.fr](mailto:jeanne.bouyat@iepg.fr) the day before the session, and posted on the shared folder.

*Grading scale for the radio talk exercise (/10):*

Problematisation (/2)

- the show identifies and conveys key political and social dimensions of the topic
- the show frames and addresses a key question or a series of key questions on the topic which are adapted to the various characters incarnated by the group

Contextualization, factual content (/3)

- the show provides essential key elements to understand the topic
- the choice of characters and of empirical cases of focus are relevant to the topic

Ability to mobilize academic knowledge (/2)

- some of the arguments presented in the show are based on academic knowledge
- academic publications or authors are referenced during the show (at least 2)

Analytical content (2)

- the show presents some key debates and positions on the topic
  - the conveys a synthetic conclusion
  - the group is able to engage on the topic after the show in the collective discussion
- Presentation (/1)
- the show is dynamic and pedagogic, each student talks (time may be unequal)

## 2) **A collective grade for a comparative final mini-research paper (40%)**

During the whole course, students will be accompanied to prepare a final mini-research paper in groups of 3. The paper will focus on the study of othering in the context of a policy sector and associated set of state institutions and centre on a specific research question. Examples of such questions will be given to the students, and they will be accompanied in the process of framing their research question and methodology throughout the course. In addition, the paper will have to rely on a comparative study of two to three international cases.

**The paper will be about 12 pages long**, references excluded.

The papers will have to be submitted for the 16/04/2025 (one week after session 9), through sending it in PDF format at [jeanne.bouyat@iepg.fr](mailto:jeanne.bouyat@iepg.fr) labelled: Paper CS Othering and State Institutions \_SURNAME STUDENT 1\_SURNAME STUDENT 2\_SURNAME STUDENT 3.pdf. Papers lately submitted after the 16<sup>th</sup> of April will be retrenched 1 point per additional day on the groups' grade.

The paper will include the following sections:

- 1) Introduction: why the topic matters, why it is interesting, both politically or socially and academically; framing of your research question, brief presentation of the comparative cases chosen, the key arguments that will be defended, the outline of the paper
- 2) Theoretical framework: what are the key terms, the key theoretical approaches you are adopting for your paper and why
- 3) Presentation of the methodology: why you chose these cases, what kind of comparison it enables, contextualising the cases
- 4) Empirical sections: these sections may either be organised by case study, followed by a comparative comment; or they may be structured by analytical comparative entries where empirical data of two to three case studies are discussed together.
- 5) Discussion of findings: the session will put the empirical conclusion into explicit discussion with the theoretical framework, and comment on what the theoretical concepts and approach adopted enable to highlight and its limitations.

- 6) Conclusion: Summarizes the key arguments defended by the paper, criticizes some limitations of the papers, opens new connected avenues or implications for research, policy, practice or activism.

The paper will have to use Time new roman 12, headlines of sections in bold 14 (**Section 1**), headlines of subsections in italic 12 (*Subsection 1*). References may be in the form of footnotes or in text, but the referencing system must be consistent throughout the paper, and all the references must be included at the end, using the following format:

➔For books: Billig, M. (1995). *Banal nationalism*. SAGE Publications.

➔For edited volumes: Anderson, B. and Hughes, V. (eds.) (2015). *Citizenship and its others*. Palgrave Macmillan.

➔For chapters in an edited volume: Brace, L. (2015), "Reflections on the Good Citizen" in Anderson, B. and Hughes, V. (eds.). *Citizenship and its others*. Palgrave Macmillan. p. 10-27.

➔For journal articles: Crenshaw, K. (1989). "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics." *University of Chicago Legal Forum*, 1(8), p. 139–167.

➔For websites pages, online press, policy reports or other online publications: these must also be referenced at least with the authors' names (if they can be found), followed by the title of the page/article/media/report..., followed by the online link, and finally the date of publication.

*Grading scale for the papers (/20):*

(see details above on the sectional contents)

- Quality of the introduction (/2)
- Quality and relevance of the theoretical framework section (/4)
- Quality of the design of the methodology (/3)
- Quality of the empirical material presented and their discussion (/6)
- Quality of the conclusion (/2)
- Presentation, References (/3) (quality and precision of the writing, respect of format, quality of the references, quality of the annexes or illustrations)

### 3) **A collective grade for preparatory submissions for the final paper (15%)**

In order to accompany the students in the preparation of their final papers, each group of three students will have to submit two documents during the semester.

- 1) **First, a one-page document to motivate the choice of topic and of case studies to be compared in the paper. This will be submitted for the session 4 (26/02).**

- 2) **Second, a three-page document that will present the preliminary arguments for the paper, based on an initial review of academic literature and empirical data. This will be submitted ahead of session 6 (Friday 14/03 – 1pm). The students will have feedback on these documents by Monday 17/03. They will then have to shortly present in groups during session 6 (19/03).**

The first and second document will both have to be sent in PDF format at [jeanne.bouyat@iepg.fr](mailto:jeanne.bouyat@iepg.fr), respectively labelled: Document 1 CS Othering and State Institutions\_SURNAME STUDENT 1\_SURNAME STUDENT 2\_SURNAME STUDENT 3.pdf. and Document 2 CS Othering and State Institutions \_SURNAME STUDENT 1\_SURNAME STUDENT 2\_SURNAME STUDENT 3.pdf.

Here is a detailed timeline of the steps towards the preparation of the final paper:

- For session 2 (05/02): Students must have chosen their groups of three. They must also indicate a preliminary idea of theme for the paper (registration on the chart in the online shared folder).
- For session 4 (26/02): Each group must submit their first preparatory submission (1-page document), in order to obtain feedback and validation of their topic and methodology.
- Ahead of session 6 (14/03 – 1pm): Each group must submit their second preparatory submission (3-pages document), in order to obtain feedback on their progression.
- For session 6 (19/03): Each group briefly present their paper project in class and get collective feedback.
- One week after session 9 (16/04): Each group must submit their paper.

#### **4) An individual grade at a test (25%)**

**The test will take place during session 8, which will exceptionally run until 7.50pm, instead of 7.30pm. It will last for one hour during which students will have to write two short essays that will require students to synthesize content from the sessions 1 to 7 and the compulsory readings associated. Students will have the opportunity to chose two topics among a list of three.**

## Outline of the sessions and calendar

### *Theoretical introduction:*

- 1) **Introduction to the comparative study of Othering and State Institution** – 29/01

### *Focus on regalian institutions:*

- 2) **Othering through the law and the criminalisation of Others** – 05/02

#### Compulsory readings:

- Crenshaw, Kimberley. (1989). “Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics.” *University of Chicago Legal Forum*, 1/8, p. 139–167.  
(compulsory: p139-152;157-162;166-167. Full text is optional, French translation made available)
- Wacquant, Loïc. (2010) “Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity”, *Sociological Forum*, 25/2, June 2010, p. 197-220.  
(French translation made available)

- 3) **Policing Others and the control of national borders** – 12/02

### Radio talk topic 1: Police and Racism.

#### Compulsory readings:

- Go, Julian. (2023). “Introduction: A Civil Police?” in *Policing Empires. Militarization, Race, and the Imperial Boomerang in Britain and the US*. Oxford University Press. p. 1-31.
- Le Bellec, Amandine. “LGBTIQ Recognition in Asylum Policies: Vulnerability as a Disabling Entitlement” in Bouyat, Jeanne, Le Bellec, Amandine and Puygrenier, Lucas (eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 229-252.

*[no class on 19/02 - postponed]*

### *Focus on welfare institutions:*

- 4) **Othering through schooling** – 26/02

Radio talk topic 2: Othering and the policing of appearances at school.

Compulsory reading:

- Carter, Prudence and Russell, S. Garnett. (2019) “When the Past Is in the Present: The Paradox of Educational Opportunity and Social Inclusion in South Africa and Rwanda”, *Sociology of Race and Ethnicity*, 5/4, p. 547-561.

Optional reading:

- Bouyat, Jeanne. (2024) “Gatekeeping the School Against Foreign Others: Three Dimensions of Institutional Xenophobia at School in South Africa” in Bouyat, Jeanne, Le Bellec, Amandine and Puygrenier, Lucas (eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 167-200.

**[no class on 05/03 - vacations]**

**5) Othering in the context of healthcare delivery and medicalisation – 12/03**

Radio talk topic 3: Historical and contemporary medical ignorance on female bodies.

Compulsory readings:

- Prudhomme, Dorothée. (2019) “Race as a Currency? Profitability and Racialization in French Healthcare Institutions” in Johnson, G., Thomas, K., Harrison, A., Grier, S. (eds.) *Race in the Marketplace*. Palgrave Macmillan. p. 245-258.
- Haddad, Marine. (2024). “Claiming Status: How Working State Jobs Mediates French Caribbean Women’s Experiences of Othering” in Bouyat, Jeanne, Le Bellec, Amandine, Puygrenier, Lucas. (eds.). *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 201-226.

**6) Othering through housing and urban policies – 19/03**

No radio talk – Group presentations of paper projects

Compulsory reading:

- Aguilera, Thomas. (2024). “The political use of informal settlements as a reserve of undesirability: displacement, confinement and informality in Madrid.” *City*, 28/1–2, p. 255–279.



***Focus on identity-driven policies and state institutions:***

**7) Memorial policies, mass violence and othering – 26/03**

*Radio talk topic 4: Public memory and slavery.*

Compulsory readings:

- Reim, Lena. (2024). “History-Making as Othering: Perspectives on Zimbabwe’s Patriotic History from Matabeleland.” in Bouyat, Jeanne, Le Bellec, Amandine, Puygrenier, Lucas. (eds.). *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 43-75.

**8) Civil registration, identification and othering – 02/04 – *longer session (7.50pm)***

*No radio talk – Test*

Compulsory reading:

- Breckenridge, Keith. (2014) “Introduction: the global biometric arena” and “Conclusion” in Breckenridge, Keith. *Biometric State: The Global Politics of Identification and Surveillance in South Africa, 1850 to the Present*. Cambridge University Press. p. 1-26; 213-218.

***State institutions and the (un)making of Others:***

**9) Anti-othering (?) state policies – 09/04**

*Radio talk topic 5: Admissions quotas in higher education.*

Compulsory readings:

- Jacquemart, Alban, Revillard, Anne, and Bereni, Laure. (2020) “Gender quotas in the French bureaucratic elite: the soft power of restricted coercion.” *French Politics*, 18/1-2, p.50-70.
- Revillard, Anne. (2023) “The disability employment quota, between social policy and antidiscrimination”. *Global Social Policy*, 23/1, p. 92-108.

### Indicative Bibliography

- Anderson, B. & Hughes, V. (Eds.). (2015). *Citizenship and its others*. Palgrave Macmillan.
- Awenengo-Dalberto, S., & Banégas, R. (2021). *Identification and citizenship in Africa: Biometrics, the documentary state and bureaucratic writings of the self*. Routledge.
- Barth, F. (1969). *Ethnic groups and boundaries*. Universitetsforlaget.
- Becker, H. (1963). *Outsiders: Studies in the sociology of deviance*. Free Press Glencoe.
- Billig, M. (1995). *Banal nationalism*. SAGE Publications.
- Bouvet, M. & Chossiere, F. & Duc, M. & Fisson, E. (Eds.). (2024) *Catégoriser. Lexique des constructions sociales des différences*. ENS Editions.
- Bouyat, J. & Le Bellec, A. & Puyregnier, L. (Eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. Palgrave Macmillan.
- Brubaker, R. (2015). *Grounds for difference*. Harvard University Press.
- Carmichael, S. & Hamilton, C. (1967). *Black power. The politics of liberation in America*. Random House.
- Delphy, C. (2007). *Classer, dominer. Qui sont les « autres » ?* La Fabrique.
- Elias, N. & Scotson, J. (1994). *The established and the outsiders*. Sage.
- Fourchard, L. (2021). *Classify, exclude, police: Urban lives in South Africa and Nigeria*. Wiley.
- Fredrickson, G. (1982). *White supremacy: A comparative study of American and South African history*. Oxford University Press.
- Keskinen, S. (2022). *Mobilising the racialised 'others': Postethnic activism, neoliberalisation and racial politics*. Taylor & Francis.
- King, D. (2002). *Making Americans: Immigration, Race, and the Origins of the Diverse Democracy*. Harvard University Press.
- Lamont, M., Silva, G., Welburn, J., Guetzkow, J., Mizrachi, N., Herzog, H., & Reis, E. (2016). *Getting respect: Responding to stigma and discrimination in the United States, Brazil and Israël*. Princeton University Press.

- Mamdani, M. (2018 [1996]). *Citizen and subject: Contemporary Africa and the legacy of late colonialism* (2nd ed.). Princeton University Press.
- Mamdani, M. (2020). *Neither settler nor native: The making and unmaking of permanent minorities*. Harvard University Press.
- Mazouz, S. (2022 [2017]). *The Politics of Alterity: France and her Others* (English translation). Rowman and Littlefield.
- Mills, C. (1997). *The racial contract*. Cornell University Press.
- Pateman, C. (1989). *The disorder of women: Democracy, feminism, and political theory*. Stanford University Press.
- Simmel, G. (2008 [1908]). “The stranger” in T. Oakes & P. Price (Eds.), *The cultural geography reader* (reedition). Routledge. p. 323–327
- Spivak, G. C. (1985). “The Rani of Sirmur: An essay in reading the archives”. *History and Theory*, 24/3, p. 247–272.
- Tilly, C. (1998). *Durable inequality*. University of California Press.
- Wacquant, L. (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.