

POLS 4790 – Identity Politics

Instructor: Dr. Andrew Pierce

Fall 2019

Meeting Information

Time: Tues/Thurs- 2:00 pm - 3:15 pm

Location: Baldwin 101D

Contact Information:

Office: Baldwin 304C

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Office Hours: By Appointment

Course Description:

The identities by which we define ourselves shape and are shaped by the political world around us. This class is designed to survey the ways different identities (race, gender, class, etc) interact with the political sphere.

By the end of this class, you should be able to engage with the following questions:

- Where does political identity come from?
- How do political identities interact within a person?
- How do political identities interact within a society?
- How are political phenomenon impacted by the political identities of different actors?

Course Structure

This course will be taught using a team-based approach that encourages collaboration and active learning for individuals and teams. Most in-class time will be spent working on team activities that will allow you to directly apply key course concepts to various tasks.

The Structure of Team-Based Learning

The Readiness Assurance Process (RAP) is an integral piece of a teaching approach called team-based learning. This process allows you numerous opportunities to demonstrate your comprehension of the reading and the course concepts while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components.

1. *Readings*- At the start of each unit, you will complete a number of readings outside of class. These readings contain the core concepts and ideas of that particular unit. While these may not be the only readings for a unit, they will provide you a foundation.
2. *Individual Reading Challenge (IRC)* - The first in-class activity of each unit is the IRC, based upon assigned readings. These are in the form of a short quiz featuring multiple choice questions focused on the key concepts and ideas of the readings. They are designed to assess comprehension of these concepts as well as to maintain accountability for reading the assignments on time.

3. *Team Reading Challenge (TRC)* – After finishing the IRC, you will take the same test as a team. You are allowed to discuss the questions as a team and decide on a final answer for each question. You will know immediately how well you did on both RCs, receiving an individual team score. Individual scores will remain anonymous, but team scores will be posted on the whiteboard to compare each team's progress.
4. *Appeals* – After the TRC is completed, students can appeal any question they missed on the team test. This is an open-ended book process wherein students can submit appeals on questions they got wrong based on evidence from the text. Appeals will only be granted when they are fully supported by the text. Appeals must also be in writing and submitted by the end of the class period in which the TRC was taken. Only teams submitting an appeal will be eligible for receiving points back.
5. *Application* – Most of the class meetings will involve short lectures followed by individuals or team-based activities that will allow you to apply the material from the readings.
6. *Peer Evaluation* – Since much of the activities involved in class focus on team activities, students will have an opportunity to evaluate each other several times throughout the class. These anonymous peer evaluations will factor into your grade, and they allow you give and receive feedback about things that are going well in the team and things that need improvement

Assignments and Responsibilities:

Grading Components

- RCs – 30% (33% IRC, 67% TRC)
- In-Class Applications and Participation – 10%
- Exam 1 – 10%
- Exam 2 – 15%
- Final Exam – 25%
- Peer Evaluations – 10%

Assignments

1. *RCs* – At the start of each class, you will be given an IRC and a TRC
2. *In-Class Activities* – These will be team exercises asking you to apply the knowledge you learned to an important real-world problem in American politics.
3. *Exams*- These will be short-answer, short-essay exams covering the material in the preceding units.
4. *Peer Evaluations*- There will be three anonymous peer evaluations through the course of the semester, one before each exam. The first two will not influence your overall grade, but they are meant to give you feedback on your contributions to the group as well as give you the opportunity to offer your own feedback. The third will be measured as 10% of

your final grade. Failure to turn in a peer evaluation will result in a grade of zero for this component of the course.

Grading Scale

100%-93%: A	76.9%-73%: C
92.9%-90%: A-	72.9%-70%: C-
89.9%-87%: B+	69.9%-67%: D+
86.9%-83%: B	66.9%-60%: D
82.9%-80%: B-	<59.5%: F
79.9%-77%: C+	

I reserve the right to curve grades upwards at the end of the semester based on individual performance.

Required Course Materials

There are no required texts necessary for purchase for this class, but regular readings will take the form of published, scholarly work available from the library. You can expect around 35-70 pages a week of reading from books and journal articles depending on the material.

Course Prerequisites

Although there are no formal prerequisites, a layman's knowledge (i.e. maybe you've heard some of these issues discussed on TV) of American politics and culture would be useful when discussing more complicated ideas.

Course Policies:

Late Work

There is no individual work due in this class, outside of peer evaluations, and thus there should be little opportunity to turn in late work. Peer evaluations **MUST** be turned in before you can take any exam.

Attendance

Due to the collaborative nature of this class, attendance is required and will be recorded. Unexcused absences will result in a grade of zero for the corresponding activity (e.g. quiz, application, exam). Excused absences, i.e. those with an institutionally approved reasons, will result in an excused grade, and the corresponding grade reweighted to reflect the excused grade.

In-class Behavior

Due to the collaborative nature of the in-class assignments, it is possible that class discussions may get heated or tensions may arise within groups. These occurrences are natural, and very much like situations you will likely encounter in the workforce. As such, it is expected that you settle any disputes in a civil manner, and that you treat each other with the utmost respect.

One aspect of respect entails listening and considering the opinions of others. This is particularly important given that many students will elect to bring laptops to class in order to consult their notes during discussion. While acknowledging the strong temptation of the internet, it is expected that you participate actively with your team in discussion and not pursue other endeavors during class.

Make-up Exams

An exam may be re-taken under the following circumstances only:

1. Death in the immediate family (parent, spouse, sibling, or child) within 2 weeks before the exam.
2. Unforeseeable medical emergency affecting yourself, your spouse, or your child.
3. Participation in an official UGA-sponsored academic or sporting event

In the case of a death, you must provide me 24 hours advanced notice, and I reserve the right to require supporting documentation. For participation in UGA-sponsored events, you must provide me 2-weeks advance notice in order to make-up the exam.

Academic Misconduct

Cases of plagiarism and other forms of academic misconduct (e.g., cheating on exams) will be handled according to the UGA Honor Code, available on-line at <https://honesty.uga.edu/Academic-Honesty-Policy>.

Special Needs

I am more than willing to be accommodating with any qualified special needs you may have as communicated by UGA's Disability Resource Center. Feel free to contact me about any arrangements you may need.

Class Readings & Schedule:

Note: Units are built to be flexible, and readings may change to feed the needs of this particular class. Students will be notified of any changes before readings are due.

<u>Month</u>	<u>Day</u>	<u>Reading</u>	<u>Activity</u>
August	15		Class Intro
	20		Intro to TBL & Social Identity
	22	Gender Identity	Gender Identity RC & Lecture
	27		Gender Identity Application
	29	NO CLASS	
September	3	Racial Identity	Racial Identity RC & Lecture
	5		Racial Identity Application
	10	Class Identity	Class Identity RC & Lecture
	12		Class Identity Application
	17	National Identity	National Identity RC & Lecture
	19		National Identity Application
	24		EXAM 1
	26		Unit 1 Review/Unit 2 Preview
October	1	Intersectionality I	Intersectionality RC & Lecture 1
	3		Intersectionality Application
	8	Intersectionality II	Intersectionality RC & Lecture 2
	10		Intersectionality Application
	15	Group Conflict	Group Conflict RC & Lecture
	17		Group Conflict Application
	22		EXAM 2
	24		Part 2 Review/Part 3 Preview
	29	Identity and Partisanship	Partisanship RC & Lecture
31		Partisanship Application	
November	5	Identity and Representation	Representation RC & Lecture

	7		Representation Application
		Identity and Voting	
	12	Behavior	Voting Behavior RC & Lecture
	14		Voting Behavior Application
	19	Global Identity Politics	Global Identity Politics RC & Lecture
	21		Global Identity Politics Appl.
	26	NO CLASS	Happy Thanksgiving
	28	NO CLASS	Happy Thanksgiving
December	3		Course Review and Peer Evals
December	12	3:30 – 6:30pm	Final Exam

Unit 1: Where does Identity Come From?

Gender Identity

- West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender and Society* 1: 127-51.
- Gurin, Patricia "Women's Gender Consciousness." 1985. *Public Opinion Quarterly*.
- Fridkin, Kim L and Patrick J. Kenney. 2007. "Examining the Gender Gap in Children's Attitudes Toward Politics." *Sex Roles*. 56:133-140

Racial Identity

- Dawson, Michael C. 1995. *Behind the Mule: Race and Class in African-American Politics*. Princeton University Press
- Nunnally, Shayla C. 2012. *Trust in Black America*. New York University Press
- Philpot, Tasha. 2017. *Conservative but Not Republican: The Paradox of Party Identification and Ideology among African-Americans*. Cambridge University Press

Class Identity

- Lareau, Annette. 2008. "Taking Stock of Class" in *Social Class: How Does it Work?*
- Hout, Michael. 2008. "How Class Works: Objective and Subjective Aspects of Class Since the 1970s" in *Social Class: How Does it Work?*
- Weeden, Kim and David B. Gruskey. 2005. "The Case for a New Class Map" *American Journal of Sociology*

National Identity

- Garcia, John A. 1987. "The Political Integration of Mexican Immigrants: Examining Some Political Orientations" *International Migration Review*
- Nagel, Caroline R. and Lynn A. Staeheli. 2004. "Citizenship, Identity and Transnational Migration: Arab Immigrants to the United States" *Space and Polity*
- Huddy, Leonie and Nadia Khatib. 2007. "American Patriotism, National Identity, and Political Involvement" *American Journal of Political Science*

Unit 2: Identities in Conflict

Intersectionality I

- Hancock, Ange-Marie. 2007. "Intersectionality as a Normative and Empirical Paradigm" *Politics and Gender*
- Reingold, Beth, and Adrienne R. Smith. 2012. "Welfare Policymaking and Intersections of Race, Ethnicity, and Gender in US State Legislatures" *American Journal of Political Science*

Intersectionality II

- Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The Impact of Gender and Race on the Politics of Black Women." *Political Psychology*
- Gillens, Martin. 1996. "'Race Coding' and White Opposition to Welfare" *American Political Science Review*
- Bejarano et al. 2013. "Tracking the Latino Gender Gap: Gender Attitudes across Sex, Borders, and Generations" *Politics and Gender*

Group Conflict

- Giles, Micheal W., and Arthur Evans. 1986. "The Power Approach to Intergroup Hostility." *Journal of Conflict Resolution* 30(3): 469-86. (18 pages)
- Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review* 104(1): 40-60.
- Stein, Robert M., Stephanie Shirley Post, and Allison L. Rinden. 2000. "Reconciling Context and Contact Effects on Racial Attitudes." *Political Research Quarterly* 53(2): 285-303.

Unit 3: Impacts of Identity

Identity and Partisanship

- Mason, Lilliana. 2018. *Uncivil Politics*

Identity and Representation

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *The Journal of Politics*
- Swers, Michele L. 2005. "Connecting descriptive and substantive representation: An analysis of sex differences in cosponsorship activity." *Legislative Studies Quarterly*
- Broockman, David E., 2013. "Black politicians are more intrinsically motivated to advance Blacks' interests: A field experiment manipulating political incentives." *American Journal of Political Science*
- Carnes, N., 2012. "Does the numerical underrepresentation of the working class in Congress matter?" *Legislative Studies Quarterly*

Identity and Voting Behavior

- Conover, Barbara. 1984. "The Influence of Group Identifications on Political Perception and Evaluation" *American Journal of Political Science*.
- Box-Steffensmeier, Janet. 2004. "The Dynamics of the Partisan Gender Gap" *American Political Science Review*
- McConaughy, Corinne et al. 2010. "A Latino on the Ballot: Explaining Co-Ethnic Voting Among Latinos and the Response of White Americans." *Journal of Politics*

Global Identity Politics

- Karim, Sabrina, and Kyle Beardsley. *Equal opportunity peacekeeping: Women, peace, and security in post-conflict states*. Oxford University Press, 2017.
- Schwindt-Bayer, L. A. (2006). Still supermadres? Gender and the policy priorities of Latin American legislators. *American Journal of Political Science*, 50(3), 570-585.

Acknowledgements

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