**POLS4790 Special Topics: Identity Politics**

**Fall 2018**

**Instructor**: Dr. Andrew Pierce

**Office**: Baldwin Hall 310C

**Email**: [apierce@uga.edu](mailto:apierce@uga.edu)

**Time**: Tues/Thurs- 09:30 am – 10:45am

**Location**: Baldwin 101C

**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 Readiness Assurance Test (I-RAT) -* The first in-class activity of each unit is the I-Rat, 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 Readiness Assurance Test (T-RAT) –* After finishing the I-RAT, 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 RATs, 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 T-RAT 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 T-RAT 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**

* RATs – 30% (33% I-RAT, 67% T-RAT)
* In-Class Applications – 10%
* Exam 1 – 10%
* Exam 2 – 15%
* Final Exam –25%
* Peer Evaluations – 10%

**Assignments**

1. *RATs* – At the start of each units, you will be given an I-RAT and a T-RAT, meaning there will be 8 of each over the course of the semester.
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 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**

Given the collaborative nature of the class and its assignments, regular attendance will not be taken nor will any grade be given on the basis of attendance. However, frequent absences or shirking by group members will undoubtedly be reflected in peer evaluations at the end of the semester.

**In-class Behavior**

Due to the collaborative nature of the in-class assignments, it is likely 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 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.

Week 1 (August 14, 16): *Introduction and Team Orientation*

Unit 1: Where does Identity Come From?

Week 2-3 (August 21, 23, 28): *Gender Identity*

* West, Candace, and Don H. Zimmerman. 1987. “Doing Gender.” *Gender and Society* 1: 127-51.
* Nicholson, Linda. 1994. “Interpreting Gender.” *Signs* 20: 79-105.
* Gurin, Patricia “Women’s Gender Consciousness” 1985. *Public Opinion Quarterly.*

Week 3-4 (August 30, September 4, 6): *Racial/Ethnic Identity*

* Dawson, Michael C. *Behind the mule: Race and class in African-American politics*. Princeton University Press, 1995.
* Chandra, Kanchan. 2006. “What Is Ethnic Identity and Does It Matter?” *Annual Review of Political Science* 9: 397-424.
* Tate, Katherine. 1999. *From Protest to Politics:*  *The New Black Voters in American Elections*

Week 5 (September 11, 13): *Class Identity*

* Carnes, N., 2012. Does the numerical underrepresentation of the working class in Congress matter?. Legislative Studies Quarterly, 37(1), pp.5-34
* EXAM 1 – Peer Evaluations Due

Unit 2: Identities in Conflict

Week 6-7 (September 18, 20, 25): *Group Conflict*

* Blalock, Hubert M. 1967. *Toward a theory of minority-group relations*
* 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.
* Acharya, Avidit, Matthew Blackwell, and Maya Sen. *Deep Roots: How Slavery Still Shapes Southern Politics*. Princeton University Press, 2018.

Week 7-9 (September 27, October 2, 4, 9): *Intersectionality*

* Huckfeldt, Robert and Carol Weitzel Kohfeld. *Race and the decline of class in American politics*. University of Illinois Press, 1989.
* Gay, Claudine, and Katherine Tate. 1998. “Doubly Bound: The Impact of Gender and Race on the Politics of Black Women.” *Political Psychology*
* McCall, Leslie. 2005. “The Complexity of Intersectionality.” *Signs*
* TBD
* **EXAM 2** – Peer Evaluations Due

Unit 3: Impacts of Identity

Week 8-9 (October 4, 9, 11): *Identity and Partisanship*

* Abramowitz, Alan. 2018. *The Great Alignment*
* Mason, Lilliana. 2018. *Uncivil Politics*

Week 10 - 11 (October 16, 18, 23, 24): *Identity and Representation*

* Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent `Yes'." The Journal of Politics. 6:3:628-57
* Swers, Michele L. 2005. Connecting descriptive and substantive representation: An analysis of sex differences in cosponsorship activity. Legislative Studies Quarterly, 30(3), pp.407- 433.
* 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, 57(3), pp.521-536
* Barrett, Edith J. 1995. “The Policy Priorities of African American Women in State Legislatures” Legislative Studies Quarterly

Week 11-12 (October 23, 25, 30, November 1): *Identity and Voting Behavior*

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

Week 13-14 (November 8, 13, 15): *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.
* **TBD**

Week 15 (November 20, 22): **NO CLASS – THANKSGIVING BREAK**

Week 16 (November 27, 29): Concept and Exam Review

**FINAL EXAM** – Final Peer Evaluations Due

**Acknowledgements**

Significant portions of this syllabus draw on the syllabi of Dr. Justin Esarey, Dr. Ana Catalano Weeks, Dr. Beth Reingold, and Timothy Lindberg. My thanks to them for making their syllabi available to me.

*Published August 14, 2018*