

SYLLABUS
PS 3910: IDENTITY POLITICS

Spring 2014
MWF 3:00PM - 3:55PM
Room: Caldwell Lab 102

Instructor: Marina Duque
Office: 2014 Derby Hall
Email: duque.5 at osu.edu
Office Hours: by appointment

COURSE DESCRIPTION

This course explores how identity can be useful for understanding international politics. Drawing on psychology and social theory, the course unpacks the concept of identity and its sources, and discusses how identity affects perceptions, behavior, and social relations. The course will proceed in two stages: first, it will explore the different ways identities are formed and affect social life. This will introduce students to various processes of identity politics—such as socialization, social categorization, stereotyping, and discrimination. Second, the course will discuss how identity processes unfold in different areas of international relations—such as public opinion, inter-group conflict and cooperation, foreign policy, and international security. Throughout, students will be asked to consider the ethical dimension of identity politics.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to demonstrate an understanding of the academic and policy debates on the role of identity in international politics. They will be familiar with various aspects of the identity formation process and its political nature. Students will also be introduced to methodologies suitable for research in this area and will learn how to consider empirical cases from an identity perspective.

REQUIRED BOOK

The following book is required for the course and is available at the university bookstore. All other readings assigned below will be posted on the course Carmen page (carmen.osu.edu).

- Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. ISBN: 9781844670864 [note: previous editions work too, if they are post-1991]

ASSIGNMENTS AND GRADING

Student work will be assessed as follows:

1. Attendance and participation (10%)
2. In-class quizzes (20%);
3. Anderson book review (25%)
4. Final paper project (10%)
5. Final paper (35%)

Attendance and participation. Class will be conducted as a hybrid of lecture and seminar. Students are expected to complete the required readings prior to the class and to be prepared to discuss the readings. Participation will be evaluated in terms both of frequency (i.e., how often you participate) and quality (i.e., how good your questions or comments are). Attendance will be taken at most class meetings. If you know you are going to miss class or that you are going to be late on a given day, it is your responsibility to let me know in advance and make special arrangements with me if necessary. Absences must be documented to the instructor's satisfaction. Half of your participation grade will be based on regular attendance, and the other half will be based on active participation in class discussions.

In-class quizzes. Six surprise quizzes will be administered during the semester. The quizzes will consist of multiple-choice questions and will cover readings assigned up to and for that day. The two quizzes with the lowest grades will be dropped. As such, **there will be no make-up quizzes.** Missing a quiz will result in a score of zero. The four quizzes with the highest scores will each count 5% toward the final grade.

GENERAL GUIDELINES FOR WRITING ASSIGNMENTS

1. Originality check. All written assignments will be turned in using the Carmen dropbox folder created for each assignment. Carmen is integrated with Turnitin and will conduct originality checks on all assignments. Carmen allows you to check the originality of the assignments when you post them. You are strongly encouraged to check your assignment's originality score. If there are any problems, you should identify and correct them immediately, so that they no longer exist when I grade your assignment.

2. Citations. Assignments must have proper source citations. This means that:

- If you use an author's specific word or words, you must place those words within quotation marks **and** you must credit the source.
- Even if you use your own words, if you obtained the information or ideas you are presenting from a source, you must document the source.
- The only online sources acceptable are material that at one time appeared in print—that is, newspapers, magazines, scholarly articles, government-based publications, and data websites.
- When in doubt, consult http://writing.wisc.edu/Handbook/QPA_plagiarism.html. If after that you are still not sure about how to cite, ask me.

3. Format: Assignments must be double-spaced, using a 12-point standard font and 1-inch margins, and should be within the maximum number of pages.

4. Deadlines. Established due dates are changeable only by me. Individual exceptions are granted only in cases of medical or family emergency documented to my satisfaction. Unexcused late assignments will result in a score of zero.

SPECIFIC GUIDELINES FOR WRITING ASSIGNMENTS

Anderson book review. During our discussion of national identity, we will read *Imagined Communities: Reflections on the Origin and Spread of Nationalism* by Benedict Anderson. You will be asked to write a **3-page book review, due on February 21.** Question handouts will be distributed in class prior to the assignment.

Final paper project. Each of you will be asked to choose an aspect of international politics to address through the lens of identity in your final paper. This could be one of the aspects discussed in class (e.g., gender/racial/national identity, inter-group aggression and conflict, recognition, international security, or hierarchy), or another aspect of your own choosing. More detailed instructions about the final paper will be distributed in class. To help you prepare, you will be asked to write a **one-page project** in which you describe your idea for the final paper. **The final paper project is due on April 4.**

Final paper. Your last writing assignment in this course will be a **5-page final paper, due on April 23.**

EMAIL POLICY

- Procedural questions. Please (re)read the syllabus before emailing me a question. Procedural questions are very likely to have been already addressed in the syllabus.
- Substantive questions. Substantive questions about readings and assignments will be discussed in person, rather than over email. You are welcome to use emails as a tool to schedule a meeting with me to discuss these questions.

ACADEMIC HONESTY

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism—that is, using someone else's words or ideas without proper citation—will be tolerated. Any cases of cheating or plagiarism will be reported to the Committee on Academic Misconduct, whose responsibility is to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct (studentaffairs.osu.edu/csc).

WRITING CENTER

If you experience difficulties writing and believe that your writing skills need to be improved, you can visit the Writing Center of the College of Humanities. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. It also offers tutorials in which they work with students on anything from research papers to lab reports, from dissertations to resumes, from proposals to application materials. The Center maintains a resource page with writing handouts and links (<http://cstw.osu.edu/writingCenter>). It is located in 485 Mendenhall Laboratory, 125 South Oval Mall, telephone 614-688-5865.

DISABILITY SERVICES

Students with disabilities that have been certified by the **Office for Disability Services** (ods.osu.edu) will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

COURSE SCHEDULE

The schedule below gives the required reading. The reading listed for a particular date should be read before class time that day. Full citations for the readings can be found below in the references section.

WEEK 1 – DEFINING IDENTITY

January 8 (Wed)	Course Introduction
January 10 (Fri)	Brubaker and Cooper (2000)

WEEK 2 – IDENTITY POLITICS

January 13 (Mon)	Cruz (2000)
January 15 (Wed)	Gibler et al (2012)
January 17 (Fri)	Kalyvas (2008)

WEEK 3 – THE SOCIAL CONSTRUCTION OF IDENTITY

January 20 (Mon)	Martin Luther King Day (no class)
January 22 (Wed)	Smith and Mackie (2007, chap. 6, 187–208)
January 24 (Fri)	Smith and Mackie (2007, chap. 6, 209–228)

WEEK 4 – PERCEIVING GROUPS

January 27 (Mon)	Smith and Mackie (2007, chap. 5, 141–159)
January 29 (Wed)	Smith and Mackie (2007, chap. 5, 160–186)
January 31 (Fri)	Abdelal et al. (2006)

WEEK 5 – GENDER IDENTITY

February 3 (Mon)	In class: Watch the documentary “Miss Representation” (85 min)
February 5 (Wed)	von Hippel et al. (2011)
February 7 (Fri)	MacKenzie (2009)

WEEK 6 – RACIAL IDENTITY

February 10 (Mon)	In class: Watch documentary “Race: The Power of an Illusion” (112 min)
February 12 (Wed)	Perry (2001)
February 14 (Fri)	Le Melle (2009)

WEEK 7 – NATIONAL IDENTITY I

- February 17 (Mon) Schildkraut (2011)
February 19 (Wed) Kam and Kinder (2007)
February 21 (Fri) **Anderson book review due at 11:59 PM**

WEEK 8 – NATIONAL IDENTITY II

- February 24 (Mon) Huntington (2004)
February 26 (Wed) Neumayer (2006)
February 28 (Fri) Neumann (2005)

WEEK 9 – AGGRESSION AND CONFLICT

- March 3 (Mon) Smith and Mackie (2007, chap. 13, 473–502)
March 5 (Wed) In class: Watch the documentary “Faces of the Enemy” (57 min)
March 7 (Fri) Fearon and Laitin (2000)

WEEK 10 – Spring Break (no class Mar 10-14)

WEEK 11 – RECONCILIATION / INTEGRATION

- March 17 (Mon) In class: Watch documentary “As We Forgive” (53 min)
March 19 (Wed) Smith and Mackie (2007, chap. 13, 503–516)
March 21 (Fri) No class

WEEK 12 – THE CLASH OF CIVILIZATIONS?

- March 24 (Mon) Huntington (1993)
March 26 (Wed) Henderson (2005) or Neumayer and Plumper (2009)
March 28 (Fri) **Clash of civilizations review due at 11:59 PM¹**

WEEK 13 – RECONCILIATION / PARTITION

- March 31 (Mon) Fearon (2004)
April 2 (Wed) Chapman and Roeder (2007)
April 4 (Fri) **Final paper project due at 11:59 PM**

¹ Extra credit assignment worth 2% of your final grade.

WEEK 14 - ENDURING RIVALRIES

- April 7 (Mon) In class: Watch the documentary "The Gatekeepers" (102 min)
April 9 (Wed) Thies (2001)
April 11 (Fri) Final paper discussion

WEEK 15 - RECOGNITION

- April 14 (Mon) Donnelly (2006)
April 16 (Wed) Ringmar (2002)
April 18 (Fri) Larson and Shevchenko (2010)

WEEK 16 - WRAP-UP

- April 21 (Mon) Class wrap-up
April 23 (Wed) **Final paper due at 11:59 PM**

REFERENCES

- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable." *Perspectives on Politics* 4(4): 695–711.
- Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond 'Identity.'" *Theory and Society* 29: 1–47.
- Chapman, Thomas, and Philip G. Roeder. 2007. "Partition as a Solution to Wars of Nationalism: The Importance of Institutions." *American Political Science Review* 101(04): 677–91.
- Cruz, Consuelo. 2000. "Identity and Persuasion." *World Politics* 52(3): 275–312.
- Donnelly, Jack. 2006. "Sovereign Inequalities and Hierarchy in Anarchy: American Power and International Society." *European Journal of International Relations* 12(2): 139–70.
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- Gibler, Douglas M., Marc L. Hutchison, and Steven V. Miller. 2012. "Individual Identity Attachments and International Conflict The Importance of Territorial Threat." *Comparative Political Studies* 45(12): 1655–83.
- Henderson, Errol A. 2005. "Not Letting Evidence Get in the Way of Assumptions: Testing the Clash of Civilizations Thesis with More Recent Data." *International Politics* 42(4): 458–69.
- Von Hippel, Courtney, Alice M. Walsh, and Ariane Zouroudis. 2011. "Identity Separation in Response to Stereotype Threat." *Social Psychological and Personality Science* 2(3): 317–324.
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- Kalyvas, Stathis N. 2008. "Ethnic Defection in Civil War." *Comparative Political Studies* 41(8): 1043–68.
- Kam, Cindy D., and Donald R. Kinder. 2007. "Terror and Ethnocentrism: Foundations of American Support for the War on Terrorism." *Journal of Politics* 69(2): 320–38.
- Larson, Deborah Welch, and Alexei Shevchenko. 2010. "Status Seekers: Chinese and Russian Responses to U.S. Primacy." *International Security* 34(4): 63–95.
- MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18(2): 241–61.
- Le Melle, Tilden J. 2009. "Race in International Relations." *International Studies Perspectives* 10(1): 77–83.
- Neumann, Iver B. 2005. "To Be a Diplomat." *International Studies Perspectives* 6(1): 72–93.

- Neumayer, Eric. 2006. "Unequal Access to Foreign Spaces: How States Use Visa Restrictions to Regulate Mobility in a Globalized World." *Transactions of the Institute of British Geographers* 31(1): 72–84.
- Neumayer, Eric, and Thomas Plümper. 2009. "International Terrorism and the Clash of Civilizations." *British Journal of Political Science* 39(4): 711–34.
- Perry, Pamela. 2001. "White Means Never Having to Say You're Ethnic White Youth and the Construction of 'Cultureless' Identities." *Journal of Contemporary Ethnography* 30(1): 56–91.
- Ringmar, Erik. 2002. "The Recognition Game: Soviet Russia Against the West." *Cooperation and Conflict* 37(2): 115–36.
- Schildkraut, D. J. 2011. "National Identity in the United States." In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 845–65.
- Smith, Eliot R., and Diane M. Mackie. 2007. *Social Psychology*. 3rd ed. Psychology Press.
- Thies, Cameron G. 2001. "A Social Psychological Approach to Enduring Rivalries." *Political Psychology*: 693–725.