

Political Science 3910: Identity Politics: A Global Perspective

Section: 35651, 10-LEC Regular
Spring 2024
The Ohio State University

Instructor Information

Name: José O. Pérez
Pronouns: he/his/him
Email: perez.624@osu.edu
Office Number: Derby Hall 2185
Office Hours: **Thursday 1:00 PM – 3:00 PM**, in person or via Zoom, and/or by appointment.

Class Information

Dates: Tuesday/Thursday
Time: 11:10 AM – 12:30 PM from 8/23/2022 to 12/7/2022
Classroom: Pomerene Hall 150
Contact hours: 3 hours per week
Format of instruction: Lecture-based and in-person, with face masks optional.

**** Syllabus is subject to change throughout the semester and the instructor reserves the right to alter the schedule, readings, due dates, and so forth. ****

Course Description

The concept of identity is a central one in the social sciences. Each of us possesses a number of identities – national, ethnic, religious, racial, gender, sexual, professional, etc. – that are extremely influential in determining how we perceive, think, and act. Unsurprisingly, then, all of the social sciences, and political science in particular, have had to contend with the concept of identity. This course is meant to introduce you to the concepts and theories political scientists use to make sense of identity politics. In addition, this course seeks to enable you to appreciate the impact of identity dynamics in history, contemporary events, and most importantly, in your everyday lives. The ability to identify and analyze the origins, reproduction, and effects of the various identities that compose the social matrix within which we live is an important capacity that anyone who is interested in becoming an agent of change in his or her society should possess.

Course Objectives and Learning Goals

- *Course Objective 1*: Develop theoretical knowledge of feminist, postcolonial, post-structuralist, queer, and other approaches and how they incorporate meanings of “identity”
 - *Expected Learning Outcome 1*: Student demonstrate comprehension of “identity” as a multifaceted term, and illustrate how varying meanings produce numerous political outcomes and dynamics

- *Expected Learning Outcome 2*: Acquire an understanding of the difference between: ontology, epistemology, and methodology – and how they are applicable to the study of identity
- *Course Objective 2*: Students will gain in-depth knowledge of the scholarly literature in political science generally, and identity politics in particular
 - *Expected Learning Outcome 3*: Analyze how scholars in these various subfields frame research questions and employ the term “identity”
 - *Expected Learning Outcome 4*: Reflect on one’s position as a member of the society, and how we fit into global politics
 - *Expected Learning Outcome 5*: Be able to read qualitative and quantitative research and use findings from such research as evidence in constructing their own arguments about identity politics
- *Course Objective 3*: Students will develop analytic and critical thinking skills that will enable them to evaluate competing arguments and to appraise value-based claims
 - *Expected Learning Outcome 6*: Practice critical thinking skills through various written and oral communication exercises
 - *Expected Learning Outcome 7*: Recognize the role that normative values, subjective criteria, and political philosophy play in shaping views about contemporary identity politics and social controversies and appreciate the unavoidable conflicts and tradeoffs that these issues engender
 - *Expected Learning Outcome 8*: Evaluate claims made by scholars and policy advocates in identity politics debates in light of relevant empirical evidence

Grading and Important Dates

1. Grading Breakdown

Tasks	Percent of Final Grade
1-2 Page Writing Reflection Exercises (2 total):	20%
Midterm Exam	25%
Final Writing Assignment	30%
Participation	10%
Quizzes	15%
=Total	=100%

2. University Grading Scale:

This class will use the standard OSU grading scheme, summarized in the table below:

Grade	From	To
A	100%	93%
A-	<93%	90%
B+	<90%	87%
B	<87%	83%
B-	<83%	80%
C+	<80%	77%
C	<77%	73%
C-	<73%	70%
D+	<70%	67%
D	<67%	60%
E	<60%	0%

3. Important Dates:

- **Writing Reflection 1** **: Due 9/12
- **Final Writing Assignment Topic and Thesis Statement** &&: Due 9/24
- **Midterm Exam** ##: Due 10/4
- **Final Writing Assignment Introduction and Proposed Bibliography** &&: Due 11/10
- **Writing Reflection 2** **: Due 11/22
- **Final Writing Assignment** &&: Due 12/11

Graded Components

1. **1-2 Page Writing Reflection Exercises (2 total):** These will be written exercises where students will be given a prompt and asked to answer it using the readings covered in class. *Readings from class do not have to be cited – outside sources should be.* However, this is a critical writing exercise that should engage the themes and readings covered in class. Students should use this assignment to practice: 1) crafting a thesis statement, 2) developing paragraph topic sentences and ancillary paragraphs to build an argument, 3) synthesizing and employing sources to build an argument, and 4) constructing a critical argument from introduction to conclusion that is concise and well-supported. A full rubric will be provided for the assignment ahead of time. Responses must be **1-2 pages double-spaced, Times New Roman 12-point font, with 1-inch margins all around.** The assignment will be open on Carmen with the prompt and students will have 72 hours to complete the assignment. The assignment must be submitted via Carmen and will have unlimited submissions within the 72-hour time window. Students are NOT allowed to collaborate or work with each other on these assignments.
2. **Midterm Exam:** Students will be given 3 questions to choose from and will be asked to answer *1 of the questions*. A full rubric will be provided for the assignment ahead of time. The exam should be about **3-5 pages double-spaced, Times New Roman 12-point font, with 1-inch margins all around.** The assignment will be open on Carmen and students

will have **5 days** to complete it and submit it via Carmen. The midterm will be virtual, open-notes and open-book, however, students are NOT allowed to collaborate or work with each other on the exam.

3. **Final Writing Assignment:** Students will develop a longer-form written assignment throughout the semester. The final product of which will be a **7-10-page** final paper, including references, where the student will develop an argument of interest on a topic related to the themes and topics covered in class. *The final paper MUST cite at least 5 of the readings covered on the syllabus and 5 pieces outside of the syllabus.* It must also be **Times New Roman 12-point font double-spaced, with 1-inch margins all around.** *Students are encouraged to meet with the instructor early in the semester to discuss possible topics, questions, and sources.* Students are encouraged to discuss questions, possible topics, and potential sources with each other, but the final written product will be individually written. The assignment must be submitted via Carmen. The assignment will have 3 components during the semester, each counting towards the final grade: 1) submitting topic and thesis statement (2.5 points), 2) submitting draft introduction and list of potential bibliographic references (2.5 points), and 3) final written assignment (25 points).
4. **Participation:** Participation is an important part of student learning and classroom engagement, and therefore a part of the grade. To obtain full participation points a student must participate actively and consistently throughout the entire semester. However, I employ a broad definition of participation: asking a question, answering a colleague's question, asking a colleague to clarify their point, engaging in small group activities, helping a colleague during/after class, paying attention attentively as other student/instructor speaks, pointing out a passage from the reading you would like clarification on, taking notes during lecture, participating in classroom activities and discussions, etc. **Attendance will be taken regularly and will count towards your participation grade – each unexcused absence will result in half a point being subtracted from your participation grade.**
5. **Quizzes:** These will be conducted randomly and habitually throughout the semester and will focus on the assigned readings for that day/week and on the material from the previous lecture. Quizzes will be multiple choice. Quizzes will be posted to Carmen, at 3pm the day before class and due at the beginning of class. Students may complete the quiz at any given time during this period, however, they will have 15 minutes and 1 attempt only to complete the quiz. The 3 lowest quiz grades will be dropped at the end of the semester.

Required Texts and Other Course Materials

We will be reading chapters from the following books so having access to them is required. HOWEVER, they should be available through the university website to download free of charge. All other readings will be posted as links or PDFs to Carmen. A reliable internet connection and computer will also be a necessity throughout the semester to complete and submit assignments.

-Benedict Anderson. *Imagined Communities*. Verso Press, 1991.

-John Mearsheimer. *The Great Delusion: Liberal Dreams and International Realities*. 2018. New Haven: Yale University Press.

-Cynthia Enloe. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. 2. ed. Berkeley: University of California Press, 2014.

-David Campbell. *Writing Security: United States Foreign Policy and the Politics of Identity*. Minneapolis: University of Minnesota Press, 1992.

-Jasbir Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press, 2007.

University Policies

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete their academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

1. University statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct 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. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

2. University statement regarding disability services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

3. University mental health statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also

available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

4. **University Statement regarding Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu
5. **University statement on Diversity:** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Late Work Policy

All assignments are due via Carmen on the specified time and date listed. All assignments submitted more than 15 minutes after they are due will be assessed a 5-percentage point late penalty. There will be an additional 10 percentage point penalty for each subsequent day that the assignment is late. *No assignments will be accepted more than one week late.*

Quizzes are all via Carmen, and CANNOT be made up. *Extensions need to be arranged ahead of time with the instructor.*

Attendance Policy

Attendance is *mandatory* because it correlates directly to learning outcomes in college-level courses. However, I understand there are many intervening factors that can cause a student to miss class. Please come to class as much as possible and please communicate with me so we can work together on a plan to make up material or assignments missed due to unforeseen circumstances. Excused absences will be allowed with proper documentation or letter. ***Attendance will be taken***

every single class and will count towards your participation grade – each unexcused absence will result in a point being subtracted from your participation grade. Showing up more than 30 minutes late or leaving halfway through class will also count as an absence for that day.

Email Policy

When you email me, please expect a reply in around 72 hours, and responses may be delayed further over the weekend. This is because of conflicting obligations with family, research, and hobbies. Thus, important questions regarding assignments should be asked well ahead of time because if asked very close to the due date and time – you may not hear from me until after the assignment is due. Emailing me to notify me of an emergency is, of course, a different and valid matter.

Phone and Computer Usage Policy

I understand we live in a highly connected society and that emergencies arise that require immediate attention. Nevertheless, please refrain from cell phone usage during class unless it is an emergency, and please put phones on silent during class. Also, please limit your laptop usage during class to note-taking and other activities immediately related to the lecture to not disrupt your learning and that of those around you. Be present, be engaged, be active.

Carmen Policy

Please check Carmen regularly for course updates, assignment announcements, or possible lecture cancellations. I will notify you in advance during class of upcoming assignments – but it is a good habit to check Carmen regularly, especially if you have missed a class.

Tips for Success and Our Current Global Moment

1. I understand we are all going through a difficult time, I will be understanding and flexible with you, and I appreciate the same from you.
2. Communicate with me (and your other instructors) *earlier rather than later* in the semester about possible issues, or if you are struggling, or need accommodations.
3. Reference carmen and the syllabus regularly to make sure you are up to date on assignments, readings, and deadlines.
4. Meet with the instructor early in the semester to discuss the final written assignment.
5. Set aside a specific time period each week to do the weekly readings for this course and reflect on them before class. Reading for class *before* the lecture is necessary. Ask yourself: 1) What was the research question? 2) What was the argument(s)? 3) What evidence was provided to back up these claims? 4) What was my response to the reading?
6. Take notes during the lecture and reflect on the lecture material and class discussions afterwards. Re-read notes periodically as well throughout the semester.
7. Seek assistance and guidance from the: Dennis Learning Center (<https://dennislearningcenter.osu.edu>), the Ohio State University Writing Center (<https://osu.mywconline.com>), the Student Life Disability Services (<https://slds.osu.edu>), Counseling and Consultation Services (<https://ccs.osu.edu>), and/or the Student Advocacy Center (<https://advocacy.osu.edu>), throughout this semester and after as the need arises to keep you on track with your personal and educational goals.
8. Engage in self-care activities and practices.
9. Be respectful of others' ideas, experiences, and opinions both in- and outside of class.

****Tentative Schedule and Timeline of Readings****

This is a tentative course schedule – please complete readings and reflect on them before class.

Week 1: Course Introduction

Tuesday 8/23: -Course and personal introductions, review of syllabus, rules for discussions and course guidelines, instructions for completing the readings, and setting personal learning goals
-No required readings

Thursday 8/25: -Required Readings: Horace Miner. “Body Ritual Among the Nacirema.” *American Anthropologist* 58.3 (1956): 503-507.

-AND James Fearon. “What is Identity – as We Now Use the Word?” 1999. Stanford: Stanford University, Working Paper.

Week 2: Multiple Meanings of “Identity”

-Tuesday 8/30: Required Reading: Benedict Anderson. *Imagined Communities*. Verso Press, 1991. ONLY Pg. 1-70.

-Thursday 9/1: Benedict Anderson. *Imagined Communities*. Verso Press, 1991. ONLY Pg. 71-111.

Week 3: Ethnicity

-Tuesday 9/6: -Required Readings: Daniel Posner. 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review* 98(4): 529-545.

-AND Vasiliki Fouka. 2019. “How Do Immigrants Respond to Discrimination? The Case of Germans in the US During World War I.” *American Political Science Review* 113(2): 405-422.

- Thursday 9/8: Carolyn E. Holmes. 2015. “Marikana in Translation: Print Nationalism in South Africa’s Multilingual Press.” *African Affairs* 114 (455): 271–94.

Writing Reflection 1 Due 9/12 ()** – Critical quote examination with sources

Week 4: Nationalism as a Continued Force?

-Tuesday 9/13: Required Reading: John Mearsheimer. *The Great Delusion: Liberal Dreams and International Realities*. 2018. New Haven: Yale University Press. ONLY Chapt.1 “The Impossible Dream,” 2 “Human Nature and Politics,” and 5 “Liberalism Goes Abroad.”

-Thursday 9/15: Volha Charnysh and Leonid Peisakhin. “The Role of Communities in the Transmission of Political Values: Evidence from Forced Population Transfers.” *British Journal of Political Science* (2021): 1-21.

Week 5: Race in World Politics

Tuesday 9/20: Required Reading: W.E.B. Du Bois, “The African Roots of War,” *The Atlantic Monthly* 115.5 (1915): 707–14.

AND Robert Vitalis. “The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations.” *Millennium* 29.2 (2000): 331-356.

Thursday 9/22: Film Screening in class, *Brazil in Black in White*. No reading.

Final Writing Assignment Topic and Thesis Statement Due (9/24) &&

Week 6: Race in World Politics Continued and Midterm Review

Tuesday 9/27: Required Reading: Frantz Fanon, “Racism and Culture,” *Presence Africaine: Cultural Journal of the Negro World* 8/10, (June–November 1956): 122-131

AND bell hooks, “Representations of Whiteness in the Black Imagination,” in bell hooks, *Black Looks: Race and Representation*, New York: Routledge, 2015, pp. 165-178.

Thursday 9/29: No required readings, review class for midterm.

Week 7: Midterm Exam

Tuesday 10/4: **Midterm Exam** (##) *due via Carmen*

Thursday 10/6: Required Reading: Susan M. Okin. "Gender, the Public, and the Private." In *Feminism and Politics*, Anne Phillips (ed.). Oxford: Oxford University Press, 1998. p. 116-141.

AND Deborah Tannen. 1993. "Wears Jump Suit. Sensible Shoes. Uses Husband's Last Name." *The New York Times Magazine*. 20 Jun. Available at: <https://www.nytimes.com/1993/06/20/magazine/wears-jump-suit-sensible-shoes-uses-husbands-last-name.html?searchResultPosition=1>

Week 8: Gender and Feminism in World Politics

Tuesday 10/11: Required Reading: Cynthia Enloe. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. 2. ed. Berkeley: University of California Press, 2014. Chpts 1 "Gender makes the world go round," 4, "Base women,"

AND Cara Daggett. "Petro-masculinity: Fossil Fuels and Authoritarian Desire." *Millennium* 47.1 (2018): 25-44.

Thursday 10/13: Film screening in class, *Beef* Episode 1, Season 1 AND *Grace and Frankie* Episode 3, Season 3

Week 9: Gender, Race, and Intersectionality

Tuesday 10/18: Required Reading: Kimberlé Williams Crenshaw. 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* 140: 139-167.

AND Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House." 1984. *Sister Outsider: Essays and Speeches*. Ed. Berkeley, CA: Crossing Press. 110- 114. 2007.

AND Gloria Anzaldúa, "La Conciencia de la Mestiza," In Gloria Anzaldúa, *Borderlands/La Frontera* (1987), 99-120.

Thursday 10/20: José O. Pérez and Vinicius Mendes, "The Intersectionality of Health (In)security: Healthcare, Disposable Workers, and Exposure within Brazil's Pandemic Politics." *Security Dialogue* 54.2 (2023): 155-172.

AND Jennifer C. Nash, "Practicing love: Black feminism, love-politics, and post-intersectionality." *Meridians* 11.2 (2013): 1-24.

Week 10: Power, Violence, and Identity

Tuesday 10/25: Required Reading: Michel Foucault. 1984. "Right of Death and Power over Life." In *The Foucault Reader*, ed. Paul Rabinow. New York: Pantheon, 1984. pp. 258-272.

Thursday 10/27: Claudia Aradau and Martina Tazzioli. "Biopolitics Multiple: Migration, Extraction, Subtraction." *Millennium* 48.2 (2020): 198–220.

AND Michel Foucault. 2003. *Society Must Be Defended: Lectures at the Collège de France 1975-1976*, transl. D. Macey. New York: Picador, 2003. (chapt. 11 ONLY, pp. 239-263).

Week 11: Sexuality and Queer Theory in World Politics

Tuesday 11/1: Required Reading: Cynthia Weber. *Faking It: US Hegemony in a "Post-phallic" Era*. Minneapolis: University of Minnesota Press, 1999. ONLY Preface, Chapt. 1 Picture this, and Chapt. 2 Cas/ztro's Cuba and the Contagion of Castration

Thursday 11/3: Cynthia Weber. 1998. "Performative States." *Millennium* 27 (1): 77-95.

Final Writing Assignment Introduction and Proposed Bibliography Due 11/10 at 11:59 pm (&&)

Week 12: Post-structuralism and Queer Theory

Tuesday 11/8: Required Reading: Jasbir Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press, 2007. ONLY "preface: tactics, strategies, logistics" starting on page ix, "introduction: homonationalism and biopolitics" starting on page 1, and chapt. 1 "the sexuality of terrorism," 37-78.

Thursday 11/10: bell hooks, "Is Paris Burning?" in bell hooks, *Black Looks: Race and Representation*, New York: Routledge, 2015, pp. 145-156. AND bell hooks, "Eating the Other: Desire and Resistance" in bell hooks, *Black Looks: Race and Representation*, New York: Routledge, 2015, pp. 21-40.

Film screening in class of *Paris is Burning*

Writing Reflection 2 Due 11/22 ()** – *Putting theories together with current affairs controversy/debate*

Week 13: Post-structuralism and State Identity

Tuesday 11/29: Required Reading: David Campbell. *Writing Security: United States Foreign Policy and the Politics of Identity*. Minneapolis: University of Minnesota Press, 1992. 1, 2, 6

Thursday 12/1: Required Reading: Jennifer Mitzen, "Ontological Security in World Politics: State Identity and the Security Dilemma." *European journal of international relations* 12.3 (2006): 341-361.

Week 14: Thanksgiving

Tuesday 11/22: NO Class, NO readings, Thanksgiving

Thursday 11/24: NO Class, NO readings, Thanksgiving

Week 15: Immigration Politics

Tuesday 11/15: Samuel Huntington. "The Hispanic Challenge." 2009. *Foreign Policy*. Available at: <https://foreignpolicy.com/2009/10/28/the-hispanic-challenge/>

AND Inés Valdez. "Reconceiving Immigration Politics: Walter Benjamin, Violence, and Labor." *American Political Science Review* 114.1 (2020): 95-108.

Thursday 11/17: Basaran, Tugba, and Christian Olsson. "Becoming International: On Symbolic Capital, Conversion and Privilege." *Millennium* 46.2 (2018): 96-118.

AND Katherine Cramer. "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective." *American Political Science Review* 106.3 (2012): 517-532.

Week 16: Course Conclusion and Evaluation

12/6: No required reading, course wrap up. Please review readings from Week 1 and 2 of the course.

Final Writing Assignment Due 12/11 (&&) via Carmen