

POLS 0832, Sections 002 and 003 – Politics of Identity in America

Course Days, Times, and Location

Section 002 – M/W/F, 1:00 – 1:50 PM, Anderson Hall 203

Section 003 – M/W/F, 11:00 – 11:50 AM, Anderson Hall 202

Instructor: Matthew Stein

E-Mail: Matt.Stein@temple.edu

E-mails in which a reply is requested (or seems helpful) will usually be responded to within 24 hours on weekdays, and within 48 hours on weekends.

- Please note: I **strongly** advise that you contact me via e-mail rather than through Canvas' inbox/conversation system. I am alerted when I receive e-mails and (like most of you) I check my e-mail with some regularity. I will respond to Canvas inbox messages, but you should expect a longer delay in my reply as compared to e-mail replies.

Office Hours: Monday/Wednesday 12:00 PM – 12:45 PM; or by appointment. I *should* be in my office during that time period, but there are times when department events that I am required to attend may take place during my scheduled office hours. Contact me ahead of time to ensure that I'll be holding office hours on a given day, but I should nearly always be available at the scheduled time.

Office Location: Gladfelter Hall, room 421.

Course Overview:

Race, gender, class, sexual orientation, ethnicity, citizenship, political affiliation. What do these different group identities mean to Americans? How do they influence our politics? Should we celebrate or downplay our diversity? This course explores how we think about others and ourselves as members of different groups and what consequences it has for how we treat one another. Our fundamental social identities can be a source of power or of powerlessness, a justification for inequality or for bold social reform. Students learn about the importance of race, class, gender and sexual orientation across a variety of important contexts, such as the family, workplace, schools, and popular culture and the implications these identities have on our daily lives.

NOTE: This course fulfills the Race & Diversity (GD) requirement for students under GenEd and Studies in Race (RS) for students under Core. Students cannot receive credit for this course if they have successfully completed Gender, Sexuality & Women's Studies 0832/0932, History 0832, Political Science 0932, Sociology 0832 or Women's Studies 0832/0932.

Student Learning Objectives:

Following the course, students should be able to:

- Recognize different aspects of identity that will show that human beings acquire multiple identities in society, which intersect in a variety of institutional settings and social roles.

- Understand the ways that context (historical, social, cultural, political) shapes identity and its relationship to power and privilege.
- Explain how the politics of identity are connected to individuals and institutions existing in a multi-racial and multicultural world.
- Locate, evaluate, and synthesize evidence to support arguments about identity in written and/or verbal form.

Methods of Instruction:

This course will primarily be taught through open dialogue. I will use slideshows which can help explain the context of the reading materials. I will discuss the readings, but I will frequently pause to open the class up to discussion and debate. I truly believe that the best way to understand the assigned materials is through as lively and active of a discussion as possible. As long as the discussion remains topical and respectful, this combination of lecturing and open discourse will be continued throughout the semester.

Grading Procedures:

Please note the following!

Grades on Canvas may be inaccurate or otherwise not reflective of your actual progress in the course. Although I am trying to get the grading to match the syllabus, it may be imperfect. For example - your grade on Canvas will not include your attendance and participation grades until the end of the semester and thus there are times where it won't be 100% clear as to your final grade. Please feel free to ask, at any time, how you are doing in the course, but please do *not* rely on Canvas in calculating your grade

Letter Grade Equivalence			
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	< 60

Course Grading	
Mid-Term Playlist Assignment	20%
Collaborative Assignment	20%
Content Quizzes	20%
Pre-Class Assignments	20%
Attendance	10%

Participation	10%
Total	100%

Assignment Submission Information

All assignments will be submitted via Canvas. All written work is to be submitted in .doc or .docx format. Please also note that Google Docs, while fantastic, doesn't always translate perfectly to Microsoft Word. Frequently students lose half of a page due to differences in formatting when they download Google Docs and open them in Word. Be aware of this issue!

Attendance and Participation in Class Discussions

In short - we need you! Students are expected to have completed the reading assignments and any other assigned work prior to each class date and should be prepared to discuss the materials. This seminar is a learning community and political science is best learned through everyone's active engagement with the text and with each other in the classroom. Discussions will help create a vibrant space in which we can all learn and grow intellectually. I encourage discussion and debate among all students as long as everyone does so in a respectful manner.

By participation, I mean a reasonable quantity of high-quality interjections. I am not asking for each person to attempt to speak the greatest number of times possible. Rather, participation should be based on relevance to the topic and discussion which includes asking clarifying questions (remember - if you don't understand something, it's likely that you're not the only one!).

I reserve the right to alter participation points for the entirety of class in the following manner: should participation be extraordinarily low, I will give the class a warning. Should this persist, I am reserving the right to give in class quizzes on the readings to motivate careful reading of the materials before class. I do *not* want to give quizzes as an incentive as it is more work for everyone, myself included. However, if participation is poor, I will not hesitate and may do so. This is not an empty threat - I have done this in the recent past.

Participation grading will be done as follows: because I understand that some people are inherently shy and/or introverted, I will not penalize anyone by taking away the entirety of their participation grade even if they are entirely silent. Everyone will begin with 3/10 points in participation. You can earn up to 10 points by contributing to class discussions. It is also possible to lose the 3 points through disruptive behavior (e.g. talking during class), other rude activities (e.g. making/taking calls in class, putting on headphones or vaping during class), or through non-attendance of class (since participation implies that you will be in attendance). You can also receive negative points if any or all of these issues persist.

Attendance will be taken every day. I am limiting absences in the following manner: you are limited to 3 absences overall. For absences beyond 3, you will receive a percentage of the 10 points (e.g. if you attended 75% of classes, you receive 7.5/10 points). This will hold for up to 75% of the class sessions. Any classes missed beyond that range will result in an automatic grade deduction of one-half of a grade for each additional absence (e.g. B to B-). This deduction is in addition to dropping your attendance grade entirely. Any absence beyond the 75% threshold means that you will automatically receive a 0/10 on attendance and grade deductions of one-half of a grade. Again, under these circumstances, grade deductions are not from a 10/10, but you will both receive a 0 for attendance **and** begin to lose overall grade points once you exceed the 3 absences.

Attendance will be taken once per class, near the start of the class time. If you come in late, please see me at the end of the class session. If you arrive after I take attendance, it will count as ½ of an attendance. Persistent lateness will negatively impact your attendance grade, participation grade, and your capacity to learn the materials.

I am only willing to waive this policy if any absence beyond 3 is accompanied by some form of documentation. If you have any issues regarding attendance, please let me know via email as soon as possible.

Please note the following: politeness, kindness, courteousness, respect and all similar notions are expected of you. If you are disrespectful to your fellow classmates or to me, I will not allow for your participation in class. Continued disrespect will result in further punishment at the departmental, college, or university level.

Mid-Term Playlist Assignment

As your mid-term assignment, I am asking you to create an 8-track mixtape. I want you to find 8 songs that are relevant to the course materials and class discussions. You will be tasked with supplying me the 8 tracks and approximately a 1 paragraph (per song) explanation of why the song is relevant. You must tie each song to a reading or video from the class. More details will be announced.

Collaborative Assignment

For your end-term assignment, I will divide the class into approximately 5-6 groups. We will be spending the semester discussing the role of identity in the United States (how it is defined, discussed, viewed, etc.). To conclude the course, you will be required to complete a group presentation of independent research on one or more aspects of identity. This will include a collaborate written component, and an in-class presentation of the research. The topic and specific details of this group project will be announced during the semester.

I will not review or grade drafts of written work. Simply put, I have too many students to allow for multiple gradings of work. I will happily give advice, comments, feedback etc. on ideas, outlines, and thesis statements. Drafts, however, are out of the question.

Pre-Class Assignments

Prior to class every week, you will be asked to complete 1 of 3 assignments. This is true for all weeks wherein we have class on all 3 days (Mon/Wed/Fri). You will be able to choose which of the three assignments you complete – Monday's, Wednesday's or Friday's. The assignments will be due **before class** on the day of your chosen assignment. If there is only one day of class in a given week, you must complete that assignment to receive completion credit.

The assignments themselves will vary and I will not post assignments for the following class until class has concluded. The assignments can include, but not be limited to the following: answering reading questions, forming your own discussion questions based on the reading, a mini quiz, a short

response/reflection, resonance/cultural artifact posting (e.g. video clip, song, news story etc. that you relate to the readings).

Content Quizzes

You will have a quiz on the content that is discussed **four** separate times during the semester. These quizzes are brief and should be straight forward. I will announce the quizzes one week in advance. The quizzes will be comprised of various question types (multiple choice, true or false, fill in the blank, short answer, etc.). These quizzes are not designed to serve as punishment but serve to test your knowledge of the course materials. If you have completed the readings and if you pay attention during the lectures, you should not encounter any surprises.

The quizzes will be given in class at the start of the class. You will be allowed one make up quiz (we will discuss when and where that can take place if necessary). Making up more than one quiz is not allowed unless specific extenuating circumstances arise – you will need to speak with me if this is the case. I can deny additional make-up quizzes at my discretion. Failure to take a quiz will result in receiving a 0 on that quiz.

Please note: quizzes will **not** be open book, open note, etc. Quizzes may include information from readings, videos, lecture slides, etc. To be blunt, anything from the class is subject to be available for a quiz question. I will let you know which class sessions each quiz encompasses, but any and all class materials may be on the quiz.

A Note on Extra Credit

I rarely, if ever, offer extra credit. If I do offer extra credit, it will be via Canvas announcement. Please do not ask for any extra credit during or at the end of the semester to make up for poor grades – the answer will be **no**. I am not responsible for your GPA maintenance for purposes of scholarships, fellowships, sports, graduation, matriculation, ability to study abroad etc. The grade you receive is the grade you earned.

Extra credit, if offered, usually involves your attending some event outside of class and conducting a write up on the event. This may be within Temple or outside of the university. All extra credit is at my discretion and will be (1) a rare occurrence if at all, and (2) directly related to the course.

Late Work Policy

Late assignments will only be accepted under the following conditions: (1) that you speak with me before the due date via e-mail (we can speak in person too, but I want confirmation via e-mail that we have reached an agreement), (2) that lateness is excused because of a reason that I deem acceptable, and (3) this is not a frequent occurrence.

Other instances of lateness will result in an automatic deduction of one-half of a grade (e.g. from A to A- , or from B+ to B). I will not accept any late assignments beyond 3 days unless extreme circumstances arise.

Materials

I have made sure that all of the materials needed for the course can be provided for free. **You are under no obligation to purchase any materials for this course.** I will post all reading materials and assignments on Canvas.

You are expected to have the materials accessible for every class. This can be via hard copy printout, or via pdf on your laptop or tablet. Please do not use your phone for this purpose.

Electronics Policy

There's essentially no reasonable way that I could ban electronic devices from class. Many people – myself included – have found laptops helpful for having articles accessible and for taking notes. There may be times during the semester that I specifically ask you to use your electronic devices for classroom purposes (e.g. groupwork).

However, I must also remind you that **I can see you from my vantage point.** I can see when you are staring at the screen and laughing at something unrelated to class. I can see when you are texting under your desk. I can see you staring at your screens when I am showing a video with the lights off.

These actions do not go unnoticed and are considered when I calculate your participation grade. Again - obvious inattentiveness because of your usage of electronic devices is something that I do consider when calculating a portion of your grade. Phones, tablets and laptops may be useful, but they also may be unnecessarily tempting distractions. Bring them and use them at your own discretion.

Note on Academic Conduct

You are expected to abide by the University's rules of academic honesty. When you turn in someone else's work under your own name, and/or paraphrase, quote, or borrow ideas that are not your own without proper citation, you commit plagiarism, a serious academic offense (not to mention a total waste of your time in school) with consequences ranging from failing the course, to disciplinary action by the Dean, to academic dismissal. Given the seriousness of these infractions, there will be no second chances and no leniency concerning plagiarism.

All concerns regarding plagiarism will be referred to the undergraduate chair, the department chair, the CLA Grievance Officer, and/or the university's Office of Judicial Affairs for review.

Disability Policy

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Academic Freedom Policy

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Final Grade Disputes/Changes

Final course grades can only be changed after the semester ends under two conditions: (1) there was initial, verifiable miscalculation; or (2) an “incomplete” grade is converted to a letter grade due to completed work. It is your responsibility to provide evidence of any grade miscalculation.

A Final Note on the Syllabus

By maintaining enrollment in the course, it is assumed that you have read and agreed to all of the terms of this syllabus – it is effectively a contract. You are under no obligation to continue your enrollment in this section of the course. On January 15th you will have a syllabus quiz at the start of class – it is your only guaranteed opportunity to earn 1 extra credit point. To receive the point, only write your name, and the word “Kiwi” on top of the page. Do not answer any of the questions. Please read the syllabus closely, and feel free to ask – in advance – for any clarification necessary. Henceforth, the grade you receive will be the grade you have earned based on living up to your end of the syllabus. Any claims of ignorance to the syllabus’ grading, readings, policies, other responsibilities, etc. will be met with reference to this section.

This is a course that fulfills a General Education requirement. This does not, however, mean that the course will be an easy course. The readings may be longer and different than you’re used to (especially if you’re not a student familiar with social sciences, humanities and liberal arts, etc.). Please do not think that the course is an “easy A” or something of that ilk. Simply put – if you want a class that fulfills the GenEd requirement and does not require real work on your behalf, I encourage you to find another class. I am a reasonable and understanding person. The course is the same set of materials for all who are enrolled. Please review the readings, the assignments, and other grading policies at your discretion.

Reading Schedule					
Monday	Reading	Wednesday	Reading	Friday	Reading
1/13	Syllabus day – No reading <u>In Class:</u> Liberalism and the Neutral State	1/15	<u>Topic:</u> What is identity? <u>Read:</u> Read the syllabus!! <u>In class:</u> Identify Yourself	1/17	<u>Topic:</u> What is identity? <u>Read:</u> Identity as a Variable by Abdelal et al.

1/20	Martin Luther King Jr. Day – NO CLASSES	1/22	<p><u>Topic:</u> National and American Identity</p> <p><u>Read:</u> Who Needs the Nation State? by Dani Rodrik</p>	1/24	<p><u>Topic:</u> National and American Identity</p> <p><u>Read:</u> What Does it Mean to be an American? by Michael Walzer</p>
1/27	<p><u>Topic:</u> Gender</p> <p><u>Read:</u> Understanding Gender</p>	1/29	<p><u>Topic:</u> Gender</p> <p><u>Read:</u> <i>The Second Sex</i> (Introduction) by Simone de Beauvoir</p>	1/31	<p><u>Topic:</u> Gender</p> <p><u>Read:</u> Undoing Gender by Francine Deutsch</p>
2/3	<p><u>Topic:</u> Gender</p> <p><u>Read:</u> Uncovering the Origins of Gender Gap in Political Ambition by Richard L. Fox and Jennifer L. Lawless</p>	2/5	<p><u>Topic:</u> Gender</p> <p><u>Read:</u> Face it: The Impact of Gender on Social Media Images by Rose et al.</p>	2/7	<p><u>Topic:</u> Race</p> <p><u>Read:</u> The Theory of Racial Formation by Michael Omi and Howard Winant</p>
2/10	<p><u>Topic:</u> Race</p> <p><u>Read:</u> A Change is Gonna Come: Generational Membership and White Racial Attitudes in the 21st Century by Tatishe Nteta and Jill Greenlee</p>	2/12	<p><u>Topic:</u> Race</p> <p><u>Read:</u> Differences in Experiences of Racial and Ethnic Microaggression among Asian, Latino/Hispanic, Black, and White Young Adults by Shandra Forrest-Bank and Jeffrey M. Jensen</p>	2/14	<p><u>Topic:</u> Race</p> <p><u>Read:</u> Whites See Racism as a Zero-Sum Game That They Are Now Losing by Michael Norton and Samuel Sommers</p> <p>‘But I’m oppressed too’: white male college students framing racial emotions as facts and recreating racism by Nolan L. Cabrera</p>

					The Myth of Reverse Racism by Vann R. Newkirk II
2/17	<p><u>Topic:</u> Race</p> <p><u>Read:</u> Undercover With the Alt-Right by Jesse Singal</p> <p>We Snuck into Seattle’s Super Secret White Nationalist Convention by David Lewis</p> <p>Three Months Inside Alt-Right New York by Jay Firestone</p> <p>Meet the Jewish Lesbian Feminist Who Goes Undercover to Report on the Alt-Right by Eleanor J. Bader</p>	2/19	<p><u>Topic:</u> Race</p> <p><u>Read:</u> <i>The Politics of Belonging</i> (Ch. 1 & 2) by Natalie Masuoka and Jane Junn</p>	2/21	<p><u>Topic:</u> Intersectionality</p> <p><u>Read:</u> Demarginalizing the Intersection of Race and Sex by Kimberle Crenshaw</p>
2/24	<p><u>Topic:</u> Intersectionality</p> <p><u>Read:</u> Racing and Gendering Immigration Politics by Anna Sampaio</p>	2/26	<p><u>Topic:</u> Intersectionality</p> <p><u>Read:</u> Crossings and Correspondences: Rethinking Intersectionality and the Category “Latino” by Cristina Beltran</p>	2/28	<p><u>Topic:</u> Intersectionality</p> <p><u>Read:</u> Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique by Heath Fogg-Davis</p>
3/2	SPRING BREAK	3/4	SPRING BREAK	3/6	SPRING BREAK
3/9	<p><u>Topic:</u> Class</p> <p><u>Read:</u> “A Cultural Left”</p>	3/11	<p><u>Topic:</u> Class</p> <p><u>Read:</u> Philadelphia’s</p>	3/13	<p><u>Topic:</u> Class</p> <p><u>Read:</u> Descriptive Representation,</p>

	from <i>Achieving Our Country</i> by Richard Rorty		Poor: Experiences From Below the Poverty Line The State of Philadelphians Living in Poverty, 2019		Money, and Political Inequality in the United States by Martin Gilens
3/16	<u>Topic:</u> Class <u>Read:</u> “The Trouble with Markets” from <i>American Amnesia</i> by Jacob Hacker and Paul Pierson	3/18	<u>Topic:</u> Class <u>Read:</u> Social Justice in the Age of Identity Politics by Nancy Fraser	3/20	<u>Topic:</u> Disability <u>In Class Viewing:</u> Willowbrook: The Last Great Disgrace
3/23	<u>Topic:</u> Disability <u>Read:</u> Disability and Political Theory: An Introduction (selection) by Barbara Arneil and Nancy Hirschmann Disability in Political Theory versus International Practice by Barbara Arneil	3/25	<u>Topic:</u> Disability <u>Read:</u> Designing Collective Access: A Feminist Disability Theory of Universal Design by Aimi Hamraie	3/27	<u>Topic:</u> Disability <u>Read:</u> Learning to Walk Slow: America’s Partial Policy Success in the Area of Intellectual Disability by Harold Pollack
3/30	<u>Topic:</u> Sexuality <u>Read:</u> LGBT rights: frequently asked questions by Justin Healey	4/1	<u>Topic:</u> Sexuality <u>Read:</u> Gender and Sexuality Politics in the James Bond Film Series by Susan Burgess	4/3	<u>Topic:</u> Sexuality <u>Read:</u> Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement by Mary Bernstein

4/6	<p><u>Topic:</u> Sexuality</p> <p><u>Read:</u> Homeless Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth in New York City: Insights from the Field by Geoffrey L. Ream and Nicholas R. Forge</p>	4/8	<p><u>Topic:</u> Generational ID</p> <p><u>Read:</u> How Millennials Became the Burnout Generation by Anne Helen Pearson</p>	4/10	<p><u>Topic:</u> Generational ID</p> <p><u>Read:</u> A Political Outlier: the Distinct Politics of the Millennial Generation by Patrick Fisher</p>
4/13	<p><u>Topic:</u> Generational ID</p> <p><u>Read:</u> How Politics Become Personal: Sociohistorical Events and their Meanings in People's Lives by Stewart et al.</p>	4/15	<p><u>Topic:</u> Politics of Recognition</p> <p><u>Read:</u> The Politics of Recognition by Charles Taylor</p>	4/17	<p><u>Topic:</u> Politics of Recognition</p> <p><u>Read:</u> Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction by K. Anthony Appiah</p>
4/20	Group Presentations	4/22	Group Presentations	4/24	Group Presentations
4/27	Group Presentations				