Political Science 426: Identity Politics¹
Winter 2020
Thursday 1:30-4:20 PM
Encina Hall West 417
Professor: Hakeem Jefferson
hakeem@stanford.edu
For Meetings: https://go.oncehub.com/HakeemJefferson

Course Description:

Whether one considers the partisan and electoral choices citizens make or the judgments citizens render in response to officer-involved shootings or other salient social and political events, the centrality of identity in our politics is indisputable. But what is an identity? What are the conditions under which identities become politicized? How do identities work to structure attitudes and affect behavior? This course seeks to provide some answers to these questions. Using an interdisciplinary and cross-subfield approach, students are brought into conversation with scholarship that demonstrates the powerful ways that identities influence all aspects of the political. A primary goal of the course is to provide students a foundation for thinking carefully and creatively about the way that identity and identity-based considerations matter for the various research questions they seek to answer.

Required Texts:

Readings will be available on the course’s Canvas site. You are required to purchase White Identity Politics by Ashley Jardina, which we will discuss January 30.

Daily Class Schedule:

1:30-3:05 PM – Seminar discussion of assigned texts
3:05-3:15 PM – Break
3:15-4:20 PM – Virtual Identity Politics Workshop

For the first half of each class (1:30 PM-3:05 PM), we will engage in an open discussion of the assigned readings for that week’s topic. We will then take a 10-minute break. At 3:15, we will begin the second half of the class with our Virtual Identity Politics Workshop.

With the exception of the first session, each week will feature a new working paper that we will workshop collectively. The author(s) of the paper will join us virtually, except in a couple instances when the scholar is local. All workshop participants are expected to come having read the paper as there is no formal paper presentation. The workshop format is as follows: The author can choose to begin with some opening remarks to provide some context for the paper, but can forego this opportunity so we can jump right in. A faculty discussant (usually me) and a graduate student (one of you) will then provide comments on the paper (no more than 10 minutes for each discussant). Student discussants are expected to email their comments to me and the

¹ Up to date as of Thursday, January 9, 2020
author no later than noon the Wednesday prior to the Thursday seminar. This will allow the author to consider our comments before the workshop. After discussant comments, the floor is open for discussion until we conclude at 4:20 PM.

Course Expectations:

Seminar Participation (30%):

This is a seminar-style course and the success of the course requires full participation by all of us. In that spirit, we are all expected to attend seminar having critically read and considered the assigned texts. I have attempted to assign a reasonable number of texts such that we can give each a reasonably close read, but as you go along, you should learn to skim well, paying particular attention to key arguments, methods, and findings. You should also read with an eye toward what the broader debate in the field is and where future research (including your own) might take us. I recommend discussing the material with peers before seminar to help deepen your understanding and improve your ability to consider a range of texts. Note: If you must miss seminar for some reason, you are required to submit a response paper that discusses your thoughts on the topic for that week’s session, based on your reading of the assigned texts.

Critical Reviews (30%):

Providing criticism—good criticism—is a key part of being in scholarly community with others. In an effort to improve students’ ability to critically engage scholarly texts, each student is required to serve as a discussant for one of the Virtual Identity Politics sessions. In addition, students are required to submit a critical review of an empirical paper from the required readings list. Depending on the size of the seminar, a student can serve as a student discussant for two workshop papers instead of writing a review for another assigned text. In both cases, students are expected to read papers carefully with an eye toward the theoretical and empirical strengths and weaknesses of the manuscript. We will discuss expectations for good peer review in our first session, but here are some helpful resources as you start your journey toward being a star peer reviewer: https://reviewers.plos.org/resources/how-to-write-a-peer-review/; Brendan Nyhan’s essay in The Political Methodologist https://thepoliticalmethodologist.files.wordpress.com/2016/02/tpm_v23_n1.pdf; https://www.chronicle.com.stanford.idm.oclc.org/article/How-to-Write-an-Anonymous-Peer/131475 and https://thepoliticalmethodologist.com/2015/12/31/an-editors-thoughts-on-the-peer-review-process/.

Final Research Proposal (40%):

Students are required to submit a final research proposal outlining a research agenda on some topic related to the course. I expect the research proposal to include a brief literature review and some set of hypotheses to be explored. In other words, it should include all the elements of a published article, except for the empirical section (although I would encourage students to engage in some preliminary or exploratory analyses if possible). Students should meet with me early in the quarter to discuss the research proposal. The proposal is due Monday, March 16 via email. Students should be prepared to discuss and present their proposal in class, however, March 12. Suggested length: 12-15 pages
Students with Documented Disabilities
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. The letter will indicate how long it is to be in effect. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. Students should also send your accommodation letter to instructors as soon as possible. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://oae.stanford.edu).

Improving Your Writing
The Hume Center for Writing and Speaking supports the written and oral communication of all Stanford students. In free one-to-one sessions, trained tutors help students get started on assignments; understand academic conventions in their fields; address and overcome writer’s block and speech anxiety; learn strategies for revising, editing, and proofreading; and refine their written and oral delivery. Students may bring work in any genre, including assignments for PWR, IntroSem or Thinking Matters courses, writing projects or presentations in the major, multimedia projects such as websites or PowerPoints, Honors theses, creative projects, or fellowship or job applications. Appointment-based and drop-in tutors are available in the Hume Center, located in Building 250. Hours for the academic term are Sunday 1:00-7:30 pm; Monday - Wednesday 10:00 a.m.- 8:30 p.m.; Thursday 10:00 a.m.- 7:30 p.m.; and Friday 10:00 a.m.- 4:30 p.m. Writing tutors are also available in community centers around campus. To see hours and locations or to schedule an appointment with a tutor, visit the Hume Center website at http://hume.stanford.edu.

January 9
Session 1: Introductions and Course Blueprint

January 16
Session 2: What is Identity and How We Study It

Fearon, James D. 1999. "What is Identity (as we now use the word)." Unpublished manuscript, Stanford University, Stanford, California.


Virtual Identity Politics Workshop:
Julie Wronski (University of Mississippi)— “Who Doesn’t Count as an American: An Exclusionary Approach to National Identity”
**Supplemental Readings**


**January 23**

**Session 3: The Social Self**


Virtual Identity Politics Workshop:
Mashail Malik (Stanford University)—"Discrimination & Defiant Pride: How the Demand for Dignity can Create Slack for Poor Governance"

**Supplemental Readings**


**January 30**  
**Session 4: The Political Consequences of Group Identification**


Virtual Identity Politics Workshop:  
Amanda Robinson (Ohio State University)—TBD

**Supplemental Readings**


February 6
Session 5: Identities and Intergroup Conflict (Symbolic and Realistic Threats)


Virtual Identity Politics Workshop:
David Romney (Harvard University)—“Frames for Ingroup Policing: Evidence from Two Group-Based Experiments in Israel”

Supplemental Readings


February 13
Session 6: Stigma


Virtual Identity Politics Workshop:

TBD

*Supplemental Readings*


February 20
Session 7: Fluid Identities (or Identities in Context)


Virtual Identity Politics Workshop:
Maneesh Arora (Wellesley College)—"Which Race Card? How Norms of Acceptable Political Rhetoric Vary by Group and Party”

Supplemental Readings


**February 27**

**Session 8: Group-Based Shame and Guilt**


Virtual Identity Politics Workshop:
Poulomi Chakrabarti—TBD

*Supplemental Readings*


**March 5**

**Session 9: An Eclectic Set of Exciting Identity Papers**


**Virtual Identity Politics Workshop:**
Julian Wamble (Stony Brook University)—“The Chosen One: How Community Commitment Shapes Black Voter Candidate Preferability”

**March 12**

**Session 10: Student Research Proposal Presentations**

**Virtual Identity Politics Workshop:**
Edana Beauvais (Harvard University)—“Toward a Theory and Measure of Benevolent Racism”