THE POLITICS OF
IDENTITY
PUBPOL 475:002/ 750:006

INSTRUCTOR
Dr. Mara Cecilia Ostfeld
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Office Hours: Thursdays 11:30-12:30 or by appointment
Class Meetings: Tuesday & Thursday 10-11:30
Class Location: 1210 Weill

Identity is a well-documented determinant of political behavior and political attitudes. It is an influential tool for organizing political interests, asserting political voice, and interpreting political outcomes. Because of this, identity lies at the heart of efforts to achieve more just social and political outcomes, and at the same time, it often reinforces social and political inequality. Just as identity played a powerful role in the organizing that brought about universal suffrage and labor laws, it also motivates housing discrimination, the wage gap, and disparities in policing patterns. How should our identities intersect with both the development and evaluation of public policy? How can we reduce the identity-based disparities that plague our societies?

This course starts with the premise that it is important to understand how identity is cultivated and how it can shape political attitudes and behavior. Students will explore empirically-based arguments from social psychology and political science that speaks to how identity does and should intersect with American politics and public policy. Drawing from these materials, students will develop and test their own theory about how to reduce the identity-based biases that impede the achievement of ideal policy outcomes.

All readings will be made available on CTools.

COURSE REQUIREMENTS:

Class Participation (25%): This is a discussion-intensive course. Accordingly, students will be expected to attend classes, have completed the assigned readings, and to come to class prepared to discuss the readings assigned for that day. There will be a variety of opportunities for students to actively participate in and contribute to class discussions.

Please note that while the use of electronic devices is permitted, it is strongly discouraged. In particular, if your eyes are directed toward a personal screen for any significant portion of the class, that will be noted in your student participation grade.

Response Posts (25%): Students will be required to write fifteen (15) blog entries over the course of the semester on the course blog – ThePoliticsOfIdentity15.blogspot.com. At least four (4) should be stand-alone posts based on the readings (around 300 words in length), and

at least eleven (11) should be comments on/ responses to your classmates' posts on the readings (around 100 words in length). Each should be for a separate day of class. You are encouraged to write additional posts or comments, either on the readings, on current events/news related to the class, etc. Please be sure not to summarize readings, but to show critical and thoughtful reflection on their substance. Stand-alone blog posts should be posted no later than 5:00 pm the day before class. Response posts should be submitted by 9:00am the day of class. Deductions will be noted for late posts. "Late" begins one minute after the time they are due.

All students will be given access to the blog using their University of Michigan email accounts. To submit a post, go to ThePoliticsOfIdentity15.blogspot.com and sign in using your umich email account. Click on "new post" in the upper right hand corner of the screen. A blank page will open where you can write your post. Enter a title on the top of the screen to the right of "**Politics of Identity · Post."** You may save or preview your post prior to publishing it (upper right hand corner of screen). Once complete, click "publish" in the upper right hand corner and it will be posted. You are responsible for ensuring it is published on the blog by the required time.

Students will not receive formal grades on each individual post, but they will be evaluated and I will provide feedback mid-semester. I will also draw on them to frame discussion and steer the conversation towards areas of use and concern. I encourage you to read all of them before class as well. For each stand-alone post that a student does not complete, five percentage points will be deducted from their final grade (up to 25 percentage points). For each comment that is not completed by the last day of class, three percentage points will be deducted from your final grade (up to 25 percentage points).

To ensure that the stand-along blog posts are distributed fairly evenly throughout the semester, students should select the four days they would like to submit these by January 11, 2015. Students can do this by going to the wiki on the CTools webpage for the course.

It is imperative that the contents of the blog remain restricted to students actively enrolled in the course. It is not to be shared with anyone outside of the course (excluding relevant University of Michigan faculty and staff). Any student who is found to be reposting, distributing or sharing the information posted on the blog with anyone outside of the class will be subject to disciplinary and/or legal action pursuant to the University's policy on the [Proper Use of](#) [Information Resources, Information Technology, and Networks.](#)

Group Proposal 1 (5%): A group proposal with a clearly stated hypothesis and methodological approach is due by 8*pm, Friday, March 14*. This does not have to be final.

Group Proposal 2 (5%): A revised group proposal with a clearly stated hypothesis, methodological approach, and logistical plan (including a timeline and how responsibilities will be allocated among group members) is due by *8pm, Friday, March 21*.

Group Proposal 3 (5%): A revised group proposal with a clearly stated hypothesis, methodological plan, logistical plan, and a draft of the experiment is due by *8pm, Friday, March*

<u>28</u>. The draft experiment should include: the Qualtrics questionnaire, the Mechanical Turk survey, and the treatment.

Group Presentations (15%): Presentations should include the following: 1) Background on the form of bias being studied and why it is important; 2) The hypothesis being tested, along with justification; 3) A detailed overview of the methods used to test the hypothesis, and justification; 4) Findings; 5) Explanation for findings, and both its "real world" relevance and limitations; and 6) Conclusion. Strong presentations are those that clearly address all of the aforementioned points. All group members should participate in the presentation[1].

Final Paper (20%):   The final paper should include the six components of the group presentation listed above, and should be about 10-12 pages of text (excluding any tables, charts and references). Text should be double-spaced, 12 point, Times New Roman font, with one inch margins. The final paper is due Tuesday, April 28 by 5:00pm via CTools. At 5:01, submissions will no longer be accepted online and group members will receive a ten percentage point (full letter grade) deduction.

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[1] If your participation in the presentation component of the project is a problem, please see me prior to group assignments (before Spring Break).

INTRODUCTION

January 8   INTRODUCTION TO COURSE
Select dates to write reading responses on course blog no later than January 11.

WHAT IS IDENTITY?

January 13   PSYCHOLOGY OF IDENTITY AND BIAS
- Brown, R. (2000). "Social Identity Theory: Past Achievements, Current Problems and Future Challenges." *European Journal of Social Psychology* 30 (6): 745-78.

January 15   POLITICAL THEORIES ON IDENTITY
- Anderson, B. (1983). *Imagined Communities.* London: Verso. (Chapter 1)
- Arango, T. (2014, Dec. 22). "In Struggle for National Identity, Iraqis Rally Around Many Flags." *New York Times.* Retrieved at: http://www.nytimes.com/2014/12/23/world/middleeast/iraqis-rally-around-many-flags-as-a-national-identity-falters.html?emc=edit_th_20141223&nl=todaysheadlines&nlid=54957902

HOW IS IDENTITY CULTIVATED?

January 20   BUREAUCRACY
- New York Times. (2014). "Is Checking the Sex Box Necessary?" Read all six positions. Retrieved at: http://www.nytimes.com/roomfordebate/2014/10/19/is-checking-the-sex-box-necessary.
- Mora, C. (2014). *Making Hispanics*: *How Activists, Bureaucrats and Media Constructed a New American.* Chicago: University of Chicago Press. (Chapter 3).
- Latino USA. Listen at: http://latinousa.org/2014/08/29/invention-hispanics-2/

January 22   MEDIA EFFECTS
- Rodriguez, A. (1999). Making Latinos News: Race, Language and Class. *Aztlan*, 24 (2): 15-47.
- Anderson, B. (1983). *Imagined Communities.* London: Verso. (Chapter 3)

January 27   CORPORATE COMMODIFICATION
- Comaroff, J.L & Comaroff, J. (2009). *Ethnicity, Inc.* Chicago: University of Chicago. (Chapter 2)
- Dávila, A. (2001). *Latinos, Inc.: The Marketing and Making of a People.* Berkeley: University of California Press. (Chapter 3).

January 29 RESEARCH AND POLLING
- Dávila, A. (2001). *Latinos, Inc.: The Marketing and Making of a People.* Berkeley: University of California Press. (Chapter 6).
- Leal, D. (2007). Latino public opinion: Does it exist? In R. Espino, D.L. Leal, & K.J. Meier (Eds), *Latino politics: identity, mobilization, and representation* (27-42). Charlottesville: University of Virginia Press.

February 3 THREAT
- Sniderman, P., Hagendoorn, L., & Prior, M. (2004). Predisposing Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities. *American Political Science Review*, 98(1): 35-49.
- Huntington, S.P. (Mar/Apr, 2004). The Hispanic challenge. *Foreign Policy,* 141, 30-45.

GENERAL EFFECTS OF IDENTITY

February 5 IMPLICIT ATTITUDES/ IMPLICIT BIAS
- Complete the game at the following link and send me a screenshot of the screen following completion. The game can be found at: www.csun.edu/~dma/FPST/consent.html
- Complete the game at the following link and send me a screenshot of the screen following completion. The game can be found at: https://implicit.harvard.edu/implicit/takeatest.html
- Staats, C. (2014). State of the Science: Implicit Bias Review. Pages 15-19; 22-33. Retrieved at: http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf

February 10 MICROAGRESSIONS
- Sue, D. W. (2010). Microaggressions, Marginality and Oppression. In D. W. Sue (Ed.). pp. 3-22. *Microaggressions and Marginality*. Hoboken, NJ: Wiley.
- Look over the following two websites:
  - http://www.buzzfeed.com/hnigatu/racial-microagressions-you-hear-on-a-daily-basis#.ca2mnovXDm
  - The Microagressions Project at: http://www.microaggressions.com/

February 12 STEREOTYPE THREAT
- Steele, C. (1999). "Thin Ice: Stereotype Threat and Black College Students." *The Atlantic.* Retrieved at http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/?single_page=true
- Re-Read/ Review: Dávila, A. (2001). *Latinos, Inc.: The Marketing and Making of a People.* Berkeley: University of California Press. (Chapter 6)

February 17   *AUTHENTICITY AND SECONDARY MARGINALIZATION*
- Cohen, C. (1999) *The Boundaries of Blackness.* Chicago: University of Chicago Press. (Pages 70-76).
- Beltran, C. (2010). *Trouble with Unity*. New York: Cambridge. (Chapter 2)

PSYCHOLOGICAL APPROACHES TO BIAS REDUCTION

February 19   *CONTACT THEORY AND MASS MEDIATED CONTACT*
- Pettigrew, T. & Tropp, L. (2006). A Meta-Analytic Test of Intergroup Contact Theory. *Journal of Personality and Social Psychology*, 90(5): 751-783.
- Ortiz, M. & Harwood, J. (2010). A Social Cognitive Theory Approach to the Effects of Mediated Intergroup Contact on Intergroup Attitudes. *Journal of Broadcasting & Electronic Media,* 51(4): 615-631.

February 24   *PERSPECTIVE TAKING AND SHIFTING GROUP BOUNDARIES*
- Galinsky, A. D., & Moskowitz, G. B. (2000). Perspective-taking: Decreasing stereotype expression, stereotype accessibility, and in-group favoritism. *Journal of Personality and Social Psychology, 78:* 708-724.
- Levine, M., Posser, A., Evans, D., & Reicher S. (2005). Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior. *Personality and Social Psychology Bulletin*, 31(4): 443-453.

February 26   *AWARENESS AND INDIVIDUATION*
- Grant, A. & Sandberg, S. (2014, Dec 6). When Talking About Bias Backfires. *New York Times.* Retrieved at: http://www.nytimes.com/2014/12/07/opinion/sunday/adam-grant-and-sheryl-sandberg-on-discrimination-at-work.html
- Lebrecht, S., Pierce, L., Tarr, M. & Tanaka, J. (2009). Perceptual Other-Training Reduces Implicit Racial Bias. PLoS ONE. 4(1).
- Stewart, B. & Payne, B. K. (2008). Brining Automatic Stereotyping Under Control: Implementation Intentions as Efficient Means of Thought Control. *Personality and Social Psychology Bulletin*, 34(10): 1332-1345.

TOPICS OF INTEREST DUE BY <u>10:00 AM, FEBRUARY 28</u> AM VIA CTOOLS
HAVE A GREAT WINTER BREAK*

SURVEY EXPERIMENTS

March 10   *SURVEY EXPERIMENTS*
- Mutz, D. (2011). *Population-Based Survey Experiments.* Princeton: Princeton University Press (Chapters 2 and 3).
- Berinsky, A., Quek, K., & Sances, M. (2012). Conducting Online Experiments on Mechanical Turk. *Newsletter of the APSA Experimental Section,* 3(1): 2-6.

March 12   WORKSHOP
- Come to workshop prepared with specific hypotheses, and methodological ideas.
- **A group proposal with a clearly stated hypothesis and methodological approach is due by _8pm, Friday, March 14_. This does not have to be final.**

March 17   IDENTITY RESEARCH CHALLENGES
- Huddy, L. (2001). From Social to Political Identity: A Critical Examination of Social Identity Theory. *Political Psychology*, 22(1): 127-156.

March 19   WORKSHOP
- Groups should come to class with a revised hypothesis and methodological plan
- **A revised group proposal with a clearly stated hypothesis, methodological approach, and logistical plan (including a timeline and how responsibilities will be allocated among group members) is due by _8pm, Friday, March 21_.**

PAST, PRESENT AND FUTURE INSTITUTIONS OF IDENTITY

March 24   CULTURAL HEGEMONY
- Jones, S. (2006). *Antonio Gramsci.* New York, NY: Routledge. (p. 45-56).
- Lowe, L. (1991). Heterogeneity, hybridity, multiplicity: Marking Asian American differences. *Diaspora*, 1(1), 24-44.

March 26   WORKSHOP
- Students should come to class with a final group hypothesis, methodological plan, and logistical plan (timeline and allocation of responsibilities).
- **A revised group proposal with a clearly stated hypothesis, methodological plan, logistical plan, and a draft of the experiment is due by _8:00 pm, Friday, March 28_. The draft experiment should include: the Qualtrics questionnaire, the Mechanical Turk component, and the treatment.**

March 31   RACIAL HEGEMONY
- Gladwell, M. (1996). Black Like Them. *The New Yorker,* 72(10), 74-81. Retrieved   at http://gladwell.com/black-like-them/
- Reed, A. Class notes. (2000). New York: The New Press. (Pages 139-143)

April 2   *"POST-RACIAL" BIASES*
- Joppke, C. (2009). Veil. Cambridge: Polity Press (pages 1-16).
- Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3): 783-790.
- Watson, B. (2013, October 6). A Dad Grows in the Bronx. *New York Times.* Retrieved at: http://parenting.blogs.nytimes.com/2013/10/06/a-dad-grows-in-the-bronx/?_r=0

POLITICAL RESPONSES TO BIAS

April 7   REPARATIONS
- Coates, Ta-Nehisi. (2014, June). The Case for Reparations. *The Atlantic.* Retrieved at http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/
- RECOMMENDED: Brodkin Sacks, K. (1998). How Jews became White. In P. S. Rothenberg (Ed.), *Race, Class and Gender in the United States: An Integrated Study (*100-114). New York: St. Marten's Press.

April 9   FAIR REPRESENTATION
- Mansbridge, J. (1999). Should blacks represent blacks and women represent women? A contingent "yes." *The Journal of Politics*, 61 (3): 628-657.
- Public Policy Institute of California. (2001, June). Voter turnout in majority-minority districts. Retrieved at http://www.ppic.org/content/pubs/rb/RB_601CGRB.pdf
- Weigel, D. (2013). Who Needs Hispanic Votes? *Slate.* Retrieved at: http://www.slate.com/articles/news_and_politics/politics/2013/06/immigration_reform_and_house_republicans_the_gop_may_not_need_hispanic_votes.html.

April 14   *WHEN SOCIAL IDENTITY BECOMES POLITICAL*
- Dawson, M. (1995). *Behind the Mule: Race and Class in African-American Politics*. Princeton: Princeton University Press. (Chapter 4).
- Reed, A. Class notes. (2000). New York: The New Press. (Pages 1-13; 133-138)
- Zoellner, T. (2012). The myth of the Latino vote. *The Atlantic.* Retrieved at http://www.theatlantic.com/magazine/archive/2012/09/the-myth-of-the-latino-vote/309052/

April 16   *GROUP PRESENTATIONS*

April 21   *GROUP PRESENTATIONS*