Dr. Tamar Malloy
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Office Hours: T 2:30-4:30

Identity Politics
PS1603, Spring 2018
T/Th 1:00-2:15, 228 Eberly Hall

Course Description

Identity politics have taken on a controversial role in contemporary politics. They are celebrated by those who see identity politics as a move towards justice and inclusivity, and demonized by those who see a focus on identity as a divisive and counterproductive dead end. Even as these debates heat up, they are often muddled by popular conceptions of how political identities and identity-based organizing take shape. Together, we will answer the questions at the heart of these popular and academic debates:

- What is identity? How is it formed?
- How do politics shape identity?
- What is the relationship between identity and justice?
- When does identity matter in politics?
- What are the challenges and opportunities of diverse societies?
- How should we respond to identity-based claims from groups and people with historically marginalized identities?
- What are identity politics, and how do they shape the current political landscape?

This course offers a three-part introduction to the concepts underlying these discussions. Each unit will begin with a case study, which we will return to throughout our discussion of the readings. In the first portion of the course we will explore major modern and contemporary theories about how identities are formed and experienced. In the second part of the course we will focus more specifically on how identity is created and/or shaped by law and policy. In the final part of the course we will consider how (or whether) diversity and democracy can work together.

Course Meetings

You are expected to come to class prepared to engage, meaning that you have read the assigned texts thoughtfully and are prepared to discuss them in depth. I will begin class with a brief lecture situating the topic and highlighting themes from our reading. Then we will move to discussion, which may be centered around a set of questions, a case study (which I will provide and explain unless otherwise noted), or other shared point of reference (such as readings from earlier in the semester or a movie clip).

While I always want to ensure that students fully understand the material, our limited time together should be primarily focused on analysis and discussion. If you would like to go over some aspect of the material I strongly encourage you to come to office hours or be in touch via email before our course meeting so that I can integrate the answer to your question into my lecture.

Classroom Expectations

- **Complete all required reading before class**. It is difficult, if not impossible, to make substantive contributions to discussion without completing the reading.
- **Be on time**. Lateness is disruptive and missing class time will impede your ability to participate in class and succeed on written assignments. Every three instances of coming to class late or leaving early will count as an absence.
- **No electronics**. Devices can easily become a distraction to you and those around you, and if you are texting, writing e-mails, chatting with friends, checking the score, shopping, etc. – or watching someone else do those things – you are not truly present in class.. If you need to be able to check your phone during class – for instance, if you have a sick loved one or are responsible for childcare – please see me. Otherwise, three unauthorized uses of personal electronics will count as an absence, and I will not necessarily notify you before making this deduction
- **No food in the classroom**. Eat before or after you come to class. The noise and smells associated with eating can be distracting and some foods may induce allergic reactions in your peers. If you need to eat during class for medical reasons please see me. If you bring a drink, please make sure it is in a container that is covered and quiet.
- **Be respectful of your fellow students**. Differences in opinion and background provide an opportunity for intellectual growth. We all stand to benefit from being aware of and welcoming these differences. If you are uncomfortable with something that happens in class, please let me know. Confrontational behavior and aggressive language will not be tolerated and may result in your being asked to leave class and marked absent.

Course Policies

Academic Integrity: Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.
View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Accommodations: I am happy to work with you to meet accessibility needs. If you need accommodations for our class meetings, office hours, or assignments, please get in touch with me ASAP.

Students should be aware that physical and learning disabilities, chronic physical illness, chronic mental health issues (such as depression, anxiety, PTSD, eating disorders, etc.), and many temporary conditions (such as pregnancy, broken bones, concussions, etc.) are legally protected disabilities and entitle you to accommodations. If you are or become affected during the semester you can contact Disability Resources and Services at studentaffairs.pitt.edu/drs, drsrecep@pitt.edu, or (412) 648-7890 to learn about registration and accommodations.

Attendance: You have two free unexcused absences over the course of the semester, which can be used for any reason and which you do not need to explain to me. After that,

each unexcused absence will result in an additional 5% deduction from your final course grade (e.g. a 90 becomes an 85.5 after a third unexcused absence and an 81 after a fourth).

Absences will only be excused if authorized by DRS or in *documented* cases of medical emergency or serious personal disruption (e.g. hospitalization, death of a parent, unexpected illness in children or adults for whom you are primary care-taker).

Email: Feel free to e-mail me with quick questions or to set up a meeting. Longer discussions and all discussions about grades must take place in person. I will respond to e-mails within 24 hours during the week, but caution against waiting until the last minute. There is no guarantee that I will receive and be able to respond to last minute requests or questions.

Grading Scale: The grading scale for this course is as follows:

Letter	Number	GPA
A+	97-100	4.0
A	94-96	4.0
A-	90-93	3.75
B+	87-89	3.25
B	84-86	3.0
B-	80-83	2.75
C+	77-89	2.25
C	74-76	2.0
C-	70-73	1.75
D+	67-69	1.25
D	64-66	1.0
D-	60-63	.75
F	<60	0
G	n/a	0
0	0	0

Office Hours: You do not need to make an appointment to attend office hours, and are welcome to stop in on to my office in Posvar 4614 on Tuesdays between 2:30 and 4:30 if you have questions about course material, class participation, assignments, or anything else related to the course. If you are not able to come to office hours, please email me or see me after class to set up an appointment; I am often on campus outside of office hours but may not be in my office unless we have agreed on a time to meet.

Syllabus and Course Resources: Assignments, readings, resources, and grading criteria will all be made available online. Any changes will be announced in class and via email, and the most recent versions of all assignments will be available online. You are responsible for checking emails and the course website to stay up to date.

Assignments and Grading

All course assignments are designed to give you an opportunity to demonstrate your familiarity with course material, your analytical skills, and the strength of your writing. More details about each assignment will be posted to CourseWeb and discussed in class at least two weeks before the relevant due date. The core components of your grade are as follows:

Attendance and Participation – 30% – You will receive a participation grade of 0, 1, 2, 3, or 4 points for each class meeting, as follows:

0: Absent
1: Present but disruptive (whispering, interrupting, leaving class frequently)
2: Present but inattentive (using electronics, napping, doing other work)
3: Present and attentive (in class, awake, listening actively, taking notes, etc.)
4: Actively engaged (asking and answering questions, engaged in discussion, etc.)

Over the course of the semester we have 25 class meetings, for a total of up to 100 points.

You have two free unexcused absences over the course of the semester, which can be used for any reason and which you do not need to explain to me. After that, each unexcused absence will result in an additional 5% deduction from your final course grade.

Analytical Narrative – 20% – Due February 20th – A 4-5 page analytical autobiography situating your own identity within some of the social, historical, and/or political institutions that have shaped it, as well as your own responses. As with the short memoirs we are reading (Cottom, Moraga, Rich, Thompson, Wallace, Yamade) you might connect your identity to larger political events and/or use your discussion to illustrate a larger point, or you can use something else (a choice, an event, a relationship, an affiliation) to illuminate aspects of your identity. While you can focus on the identity or identities of your choosing, you should be intentional about those you do not include, and your paper *must* employ theoretical perspectives from course readings in unit I.

Policy Analysis Proposal: – 5% – Due March 20th – A 2-page proposal specifying the policy you will explore in the policy analysis paper, the sources you will use in that exploration, and between two and five key questions that will help ground your analysis.

Policy Analysis – 30% – Due April 12th – A 6-8 page paper examining how a policy area of your choosing relates to identity. The policy you choose can come from the U.S. federal government, a U.S. state, another country's government, an international governing body, or the University of Pittsburgh. Your paper must explain what the policy is and use course materials to explain how it constructs or makes use of identity. For instance, you might explore how campaign finance laws encourage or discourage participation from different groups, compare two states' welfare programs for differences in how services are provided and to whom, or look at how changes to a country's classification systems affect political engagement or organizing. We will discuss additional guidelines before the proposal is due.

Final Exam – 15% – Friday, April 27th, noon - A cumulative exam given during our assigned exam slot, consisting of short answer questions. Details and sample questions will be provided in advance.

When submitting assignments, bear the following in mind:

- Late assignments are not accepted unless authorized by Disability Resources and Services or another university official. If you have exceptional circumstances that you believe may merit an exception to this policy, see me ASAP, preferably before the assignment is due.
- Electronically submitted assignments are not accepted unless I have given explicit permission in writing. If submitting an assignment electronically, you must email a PDF before the deadline and should not consider it turned in until you have received a confirmation email from me.
- If you want to appeal a grade you must first write one to two paragraphs explaining why you believe the grade should be reconsidered, which you must include when you email me about meeting. If we agree that your work should be re-evaluated, you may receive a higher or lower grade, or your grade may stay the same.
- There is a 24-hour "cooling off" period before I will engage any appeals or questions about grades. I will delete any emails about grades that I receive during this 24-hour period without response.

Schedule of Readings

January 9
Introduction

January 11

- Explore and try to fill out at least five forms from different continents through the Census Forms Database, National Institute of Demographic and Economic Analysis, http://www.waikato.ac.nz/nidea/research/ethnicitycounts/census-forms
- Ann Morning, "Ethnic Classification in Global Perspective: A Cross-National Survey of the 200 Census Round," *Population Research and Policy Review,* Vol. 27 (2008) 239-272. (Read pp. 239-243, 248-258, 265-267)

Recommended:
Mary C. Waters, "Optional Ethnicities: For Whites Only?" in *Women's Lives: Multicultural Perspectives*, ed. Gwyn Kirk and Margo Okazawa-Rey. New York: McGraw Hill, 2013.

I: Identity in Modern and Contemporary Theory

January 16

- Tressie McMillan Cottom, "The Logic of Stupid Poor People." tressiemc.com, October 29, 2013. https://tressiemc.com/uncategorized/the-logic-of-stupid-poor-people/.
- Cherríe L. Moraga, "Introducción" in *Loving in the War Years: lo que nunca pasó por sus labios*. Cambridge, MA: South End Press, 2000.
- Adrienne Rich, "Notes toward a Politics of Location," in *Blood, Bread, and Poetry*. New York: W.W. Norton & Company, 1986.
- Ahmir "Questlove" Thompson, "Trayvon Martin and I Ain't Shit." New York Magazine, July 26, 2013.
- David Foster Wallace, "The View from Mrs. Thompson's." *Rolling Stone,* October 25, 2001, pp. 92-95; 132-33.
- Mitsuye Yamada, "Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman" in *This Bridge Called My Back: Writings by Radical Women of Color*, eds. Cherríe Moraga and Gloria Anzaldúa. Watertown, MA: Persephone Press, 1981.

January 18

- G.W.F Hegel, "The Independence and Dependence of Self-Consciousness: Masterdom and Slavery" in *Phenomenology of Spirit.*

January 23

- Jean-Jacques Rousseau, "A Discourse on the Origin of Inequality" in *The Social Contract &* Discourses, pp. 207-219.

January 25

- Charles Taylor, "The Politics of Recognition" in *Multiculturalism*, ed. Amy Gutmann. Princeton, NJ: Princeton University Press, 1992.

Recommneded:
Amy Gutmann, “Introduction” in *Multiculturalism*, ed. Amy Gutmann. Princeton, NJ: Princeton University Press, 1992.

January 30

- Kwame Anthony Appiah, “The Demands of Identity” in *The Ethics of Identity*. Princeton, NJ: Princeton University Press, 2005.

Recommended:
Kwame Anthony Appiah, “The Trouble with Culture” in *The Ethics of Identity*. Princeton, NJ: Princeton University Press, 2005.

February 1

- Clarissa Rile Hayward, “Introduction: Comme Il Faut,” and “Black Places” in *How Americans Make Race: Stories, Institutions, Spaces.* New York: Cambridge University Press, 2013.

Recommended:
Clarissa Rile Hayward, “Identities and Stories” in *How Americans Make Race: Stories, Institutions, Spaces.* New York: Cambridge University Press, 2013.

Valerie Purdie-Vaughns, Claude M. Steele, et al, “Social Identity Contingencies: How Diversity Cues Signal Threat or Safety for African Americans in Mainstream Institutions.” *Journal of Personality and Social Psychology*, Vol. 94, No. 4 (2008) 615-630.

February 6

- Judith Butler, “From Parody to Politics” in *Gender Trouble*. New York: Routledge, 1990.
- *Kiki*, dir. Sara Jordenö and Twiggy Pucci Garcon, 2016.

Recommended:
Paris is Burning, dir. Jennie Livingston, 1991. (on reserve, available on Netflix)

Devon W. Carbado and Mitu Gulati, “Working Identity.” *Cornell Law Review*, Vol. 85 (2000) 1259-1308.

February 8

- Chandra Talpade Mohanty, “Genealogies of Community, Home, and Nation” in *Feminism Without Boders: Decolonizing Theory, Practicing Solidarity.* Durham, NC: Duke University Press, 2003.
- Gloria Anzaldúa, “How to Tame a Wild Tongue” and “*La conciencia de la mestiza:* Towards a New Consciousness” from *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 1987.

II: Identity and the Law

February 13

- Dalia Lithwick, "Extreme Makeover: The story behind the story of *Lawrence v. Texas*," *The New Yorker*, March 12, 2012.
- Ariel Levy, "The Perfect Wife," *The New Yorker*, September 30, 2013.

February 15

- Ian Haney López, "The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice." *Harvard Civil Rights-Civil Liberties Law Review*, Vol. 29 (1994) 1-62.

Recommended:
Derrick A. Bell, Jr. "Brown v. Board of Education and the Interest-Convergence Dilemma." *Harvard Law Review*, Vol. 93, No. 3 (January 1980) 518-533.

February 20

- Cheryl I. Harris, "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8. (June 1993), 1709-1791.

**** Analytical narrative due in class**

February 22

- Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Issue 1, Article 8, 139-167

Recommended:
Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Stanford Law Review*, Vol. 43, No. 6 (July 1991) 1241-1299.

Ange-Marie Hancock, "Intersectionality: Intellectual Property or Meme?" in *Intersectionality: An Intellectual History*. New York: Oxford University Press, 2016.

February 27

- Kenji Yoshino, "Gay Covering" and "Racial Covering" in *Covering: The Hidden Assault on Our Civil Rights*. New York: Random House, 2006.

March 1

- Dean Spade, "What's Wrong With Rights?" and "Rethinking Transphobia and Power – Beyond a Rights Framework" in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Durham, NC: Duke University Press, 2015.

March 6-8: No class, spring break

III: Governing Identity

March 13
Case Study: TBD based on student interest

March 15
- Will Kymlicka, "Introduction" and "The Ties that Bind" in *Multicultural Citizenship: A Liberal Theory of Minority Rights*. New York: Oxford University Press, 1995.

March 20
- Elizabeth Anderson, "The Imperative of Integration" in *The Imperative of Integration*. Princeton, NJ: Princeton University Press, 2010.

Recommended:
Elizabeth Anderson, "Democratic Ideals and Segregation" in *The Imperative of Integration*. Princeton, NJ: Princeton University Press, 2010.

**** Policy analysis proposal due in class**

March 22
- Tommie Shelby, "Community," in *Dark Ghettos: Injustice, Dissent, and Reform*. Cambridge, MA: The Belknap Press of Harvard University Press, 2016.

March 27
- Michael Warner, "What's Wrong With Normal?" in *The Trouble With Normal: Sex, Politics, and the Ethics of Queer Life*. Cambridge, MA: Harvard University Press, 1999.

March 29 – No Class
Watch one of the following:
- *13th*, dir. Ava DuVernay, 2016.
- *Do the Right Thing*, dir. Spike Lee, 1989.
- *Indochine*, dir. Régis Warngier, 1992.
- *Pride*, dir. Matthew Warchus, 2014.
- *United in Anger: A History of ACT UP*, dir. Jim Hubbard, 2012.

** Extra credit option: Write a 1-2 page response to the film, connecting it to the readings, for up to 4 extra participation points.

April 3
- Nancy Fraser, selections from "Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation" in *Redistribution or Recognition?: A Political-Philosophical Exchange*. Brooklyn, NY: Verso, 2003.

April 5
- Lawrie Balfour, "Reparations after Identity Politics," *Political Theory*, Vol. 33 No. 6 (December 2005), 786-811.

April 10

- Suzanne Mettler and Joe Soss, "The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics," *Perspectives on Politics*, Vol. 2 No. 1 (March 2004) 55-73.

Recommended:
Anne Schneider and Helen Ingram, "Social Construction of Target Populations: Implications for Politics and Policy," *The American Political Science Review*, Volume 87, No. 2 (June 1993) 334-347.

April 12

- Dara Strolovitch, "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *The Journal of Politics*, Vol. 68, No. 4 (November 2006), 894-910

Recommended:
Herbert H. Haines, "Black Radicalization and the Funding of Civil Rights: 1957-1970," *Social Problems*, Vol. 32 No. 1 (October 1984), 31-43.

Francesca Poletta, "Stories and Reasons: Why Deliberation Is Only Sometimes Democratic" in *It Was Like a Fever: Storytelling in Protest and Politics*. Chicago: University of Chicago Press, 2009.

**** Policy analysis paper due in class**

April 17

- Martha Nussbaum, "The Central Capabilities" in *Creating Capabilities: The Human Development Approach*. Cambridge, MA: The Belknap Press of Harvard University, 2011.
- Philippe Van Parijs, "Why Surfers Should Be Fed: The Liberal Case for an Unconditional Basic Income." *Philosophy & Public Affairs,* Vol. 20, No. 2 (Spring 1991) 101-131.

Recommended:
Amartya Sen, "Human Rights and Capabilities." *Journal of Human Development*, Vol. 6, No. 2 (July 2005) 151-166.

April 19
Concluding Discussion

April 27
Final Exam at noon