

PSCI 4205A

Identity Politics

11:35– 14:25 Friday

Please confirm location on Carleton Central

Instructor: Nazeer Patel

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Office Hours: 9:30-11:20 Friday or by appointment

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Course Description

What is identity? This question has great relevance where models of citizenship and governance are increasingly challenged by groups and movements traditionally excluded from public discourse and political power. This seminar-based course examines some of the philosophical and empirical implications of identity politics primarily within liberal democratic states. Emphasis will be placed on critically evaluating how notions of identity challenge and complicate more traditional conceptions of the citizen. In addition, we examine how normative challenges to citizenship are translated into tangible political and social movements.

Requirements and Evaluation

“Reading maketh a full man, conference a ready man, and writing an exact man.”

Francis Bacon

"What is written without effort is, in general, read without pleasure."

Samuel Johnson

Requirements

Seminar Participation: 20%

Presentations: 20%

Paper Proposal: 5% (Oct 23rd)

Term Paper: 55% (Dec 4th)

Seminar Participation: 20%

Because the format of the course is seminar-based emphasis will be placed on student participation. Students are expected to attend seminars having read and considered the relevant readings. Critical commentary and contributions that further useful discussion

and debate will serve as the measure for evaluation. Rigorous criticism of argument and critical comments must not be confused with rude or disrespectful behaviour. Attendance is mandatory.

Presentation (20%)

Each student will be required to lead a discussion on ONE of the units on identity [(1) What is Identity (2) Gender (3) Gay and Lesbian Identity (4) Race (5) Environmentalism] Presentations will help facilitate discussions by raising important questions and highlighting significant areas of debate. Presenters are responsible for leading the entire seminar group for a given week. The objective will not be to monopolize discussion but provide opportunities for the group at large to engage critically with the material. Each presenter will bring to bear a discussion of a public policy debate that has arisen as a consequence of the movement in question (or some of the political consequences of identity politics) and discuss this in relation to the readings for the unit.

Paper Proposal: 5%

Each student must submit a paper proposal (2000-2500 words) outlining and summarizing the main arguments of their term paper. The proposal must also be accompanied by a working bibliography. **Proposals are due on November 6.**

Term Paper: 55%

Students must submit a paper (3750-5000 words) that addresses a topic or theme in the course. **The papers are due in the final class (December 4). A late penalty of 5% per day will be enforced.**

Criteria Governing the Evaluation of Written Assignments

Written work is evaluated according to the student's capacity to present ideas in a way that integrates the material of the course while demonstrating an ability to think critically. Grades are given not according to competition among students (who is "the best") but according to the expectations for a particular assignment relative to the material covered in class up to that point.

Overall Presentation:

The following characteristics reflected in the assignment are taken into account in grading papers:

- Overall clarity
- Clear thesis statement

- Understanding of issues
- Interaction with material
- Analytic ability
- Synthesis of material
- Formulation of ideas
- Use of arguments
- Use of resources
- Clear conclusion
- Structure and organization
- Style
- Grammar and Spelling
- Footnotes and Bibliography

Note: Substance is weighted more than form.

Evaluation of Content:

A+ (90-100), Publishable. Assignment is of sufficient substance and style to be submitted to a refereed journal for publication.

A (85-89), Outstanding. Superior understanding of the subject matter. Evidence of original thinking and an extensive knowledge base. Careful, concise, critical analysis with a clear and well argued hypothesis based on the material. Shows a capacity to analyse, synthesise, and evaluate material. Shows a grasp of all the scholarly issues involved. Shows evidence of learning being extended beyond the initial learning situation. Clear thesis and conclusion. Well-researched and documented. Stylistically flawless.

A- (80-84), Excellent. Superior understanding of the subject matter. A careful analysis with some precision and attention to the details of the material. Shows some critical capacity and analytic ability and some original thinking. Needs a bit of fine-tuning of the details. Clear thesis and conclusion. Good research and documentation. Stylistically flawless.

B+ (77-79), Very Good. Solid understanding of the subject matter. Good analysis and some critical reasoning. Reasonable understanding of relevant issues and familiarity with the material. Demonstrates a solid understanding of the relationship or connections among the basic concepts. Needs to be more concise or precise in details and more careful in forming arguments. Stylistically sound.

B (73-76), Good. Generally accurate account of the subject matter with acceptable analysis and some critical reasoning. Some interaction with relevant material. Demonstrates some understanding of the relationship or connection among the basic concepts. Needs more precision and attention to details and greater precision in the use of arguments. Some careless stylistic errors.

B- (70-72), Fine. Generally accurate description of the subject matter and an adequate

grasp of the critical issues and ideas involved. Demonstrates rudimentary understanding of the relationship or connection among the basic concepts. Needs more attention to detail and better use of arguments. Some careless stylistic errors.

C+ (67-69), Average. Acceptable treatment of the subject matter. Demonstrates an understanding of the basic facts, vocabulary, details, and elemental concepts. Shows an ability to deal with simple issues arising out of the material. Needs to explore the subject matter more fully and formulate ideas more clearly. Closer attention should be given to stylistic elements including sentence structure and paragraph organization.

C (63-66), Adequate. Generally acceptable treatment of the subject matter and issues. Demonstrates an awareness of the basic facts, vocabulary, details, and elemental concepts. Impressionistic or vague at points. Shows that the learning experience was profitable. Lacks clarity in formulating the issues and shows little or no evidence of critical reflection on the issues or data. Closer attention should be given to grammar, spelling, and punctuation.

C- (60-62), Minimally Acceptable. Adequate understanding and treatment of the data and issues, but imprecise, impressionistic or vague. Lacks clarity in expressing the issues and shows no evidence of critical reflection on the issues or data. Major problems related to issues of style.

D, Inadequate. Sloppy, imprecise or careless discussion of the material with little or no evidence of critical reflection. Stylistically flawed.

F, Failure. Work is not of sufficient merit to warrant a passing grade.

Class Schedule

Unless otherwise indicated all readings can be found in the Coursepack (available in the Bookstore). The remaining readings will be placed on Reserve at MacOdrum Library.

Changes to the required readings MAY be made during the term.

Week One: September 11

Introduction

Overview of the course objectives and requirements as well as a brief lecture on some of the important themes and concepts we will address throughout the term. Students will also be required to sign up for presentations.

Week Two: September 18

What is Political Identity?

Tully, James. "Identity Politics." In Terence Ball and Richard Bellamy, eds. *The Cambridge History of Twentieth-Century Political Thought*. New York: Cambridge University Press, 2003. pp. 9-36.

Taylor, Charles. "The Politics of Recognition." In Amy Guttmann, ed. *Multiculturalism: Examining the Politics of Recognition*. New Jersey: Princeton University Press, 1994. pp.25-73. **(RESERVE)**

Staeheli, Lynn A. "Political Geography: Difference, Recognition, and the Contested Terrains of Political Claims-Making." *Progress in Human Geography* 32(4) 2008). pp. 561-570.

Week Three: September 25 (Presentations)

Challenges to Identity?

Brubaker, Rogers and Frederick Cooper. "Beyond Identity." *Theory and Society* 29 (2000). pp.1-47.

Fraser, Nancy. "Rethinking Recognition: Overcoming Displacements and Reification in Cultural Politics." In Barbara Hobson, ed. *Recognition Struggles and Social Movements: Contested Identities, Agency and Power*. New York: Cambridge University Press, pp.21-34.

Lott, Eric. "After Identity, Politics: The Return of Universalism." *New Literary History* 31 (2000): 665-680.

Week Four: October 2

Social Movements: The Politicization of Identity

Offe, Claus. "Challenging the Boundaries of Institutional Politics: Social Movements Since the 1960s." *Social Research* 52:4, pp. 817-868.

Bashevkin, Sylvia. "Interest Groups and Social Movements." In Laurence LeDuc, Richard G. Niemi and Pippa Norris, eds. *Comparing Democracies*. California: Sage, 1996. pp.134-159.

Whittier, Nancy. "Meaning and Structure in Social Movements." In David S. Meyer, Nancy Whittier and Belinda Robnett, eds. *Social Movements: Identity, Culture, and the State*. New York: Oxford University Press, 2002. pp. 289-307.

Week Five: October 9

No Class

Week Six: October 16

Gender and Identity

Bickford, Susan. "Anti-Anti-Identity Politics: Feminism, Democracy and the Complexities of Citizenship." *Hypatia* 12:4 (Autumn 1997), pp. 111-131.

Alcoff, Linda. "The Identity Crisis in Feminist Theory." *Visible Identities: Race, Gender and the Self*. New York: Oxford University Press, 2006. pp. 133-150.

Llyod, Moya. "Re-Imagining the Feminist Subject." *Beyond Identity Politics: Feminism, Power and Politics*. London: Sage, 2005. pp. 13-33.

Week Seven: October 23 (Presentations) Paper Proposals Due

The Women's Movement

Dobrowolsky, Alexandra. "The Women's Movement in Flux" Feminism and Framing, Passion, and Politics." In Miriam Smith, ed. *Group Politics and Social Movements*. Peterborough, Ontario: Broadview Press, 2008. pp. 159-179.

Chappell, Louise A. "Feminist Actors in Australia and Canada: Identities, Ideas, Strategies, and Structures." *Gendering Government: Feminist Engagement with the State in Australia and Canada*. Vancouver: UBC Press, 2002. pp.18-50.

Mazur, Amy G. "Thirty-five-hour Workweek Reforms in France, 1997-2000: Strong Feminist Demands, Elite Apathy, and Disappointing Outcomes." In Melissa Haussman and Brigit Sauer, eds. *Gendering the State in the Age of Globalization: Women's Movements and State Feminism in Postindustrial Democracies*. New York: Rowan and Littlefield, 2007. pp.121-138.

Sauer, Birgit, Melissa Huassman and Dorothy E. McBride. "Conclusion: State Feminism and State Restructuring since the 1990s." In Melissa Haussman and Brigit Sauer, eds. *Gendering the State in the Age of Globalization: Women's Movements and State Feminism in Postindustrial Democracies*. New York: Rowan and Littlefield, 2007. pp.301-324.

Week Eight: October 30

Race and Identity

Guttman, Amy. "What's Morally Relevant About Racial Identity." *Color Conscious: The Political Morality of Race*. Princeton: Princeton University Press, 1996. pp.163-178.

Alcoff, Linda. "The Phenomenology of Racial Embodiment." *Visible Identities: Race, Gender and the Self*. New York: Oxford University Press, 2006. pp. 179-194.

Warnke, Georgia. "Racial Identification and Identity." *After Identity: Rethinking Race, Sex, and Gender*. New York: Cambridge University Press, 2007. pp. 49-81.

Week Nine: November 6 (Presentations)

Black Power and Civil Rights: An African-American Movement?

Nicholson, Linda. "Before Black Power: Constructing and African-American Identity." *Identity Before Identity Politics*. New York: Cambridge University Press, 2008. pp.94-138. **(RESERVE)**

Jalata, Asafa. "Revisiting the Black Struggle: Lessons for the 21st Century." *Journal of Black Studies* 3:1 (September 2002): 86-116.

Shelby, Tommie. "Black Solidarity after Black Power." *We Who Are Dark: The Philosophical Foundations of Black Solidarity*. Cambridge: Harvard University Press, 2005. pp.136-160.

Week Ten: November 13

Gay and Lesbian Identity

Blasius, Mark. "An Ethos of Lesbian and Gay Existence." In Mark Blasius, ed. *Sexual Identities, Queer Politics*. Princeton: Princeton University Press, 2001. pp.143-177.

Beger, Nico J. "Queer Theory and Political Practices." *Tensions in the Struggle for Sexual Minority Rights in Europe*. pp. 40-58.

Week Eleven: November 20 (Presentations)

Gay and Lesbian Movement

Smith, Miriam. "Identity and Opportunity: The Lesbian and Gay Rights Movement." In Miriam Smith, ed. *Group Politics and Social Movements in Canada*. Peterborough, Ontario: Broadview Press, 2008. pp. 181-202.

Rayside, David. "The Structuring of Sexual Minority Activist Opportunities in the Political Mainstream: Britain, Canada, and the United States." In Mark Blasius, ed. *Sexual Identities, Queer Politics*. Princeton: Princeton University Press, 2001. pp. 23-55.

D'Emilio, John. "Cycles of Change, Questions of Strategy: The Gay and Lesbian Movement after Fifty Years." In Craig A. Rimmerman, Kenneth D. Wald and Clyde Wilcox, eds. *The Politics of Gay Rights*. Chicago: University of Chicago Press, 2000. pp.31-53.

Week Twelve: November 27

Environmentalism and Identity

Sandilands, Catriona. "From Natural Identity to Radical Democracy." *Environmental Ethics* 17 (Spring 1995), pp. 75-91.

DiZerega, Gus. "Individuality, Human and Natural Communities, and the Foundation of Ethics." *Environmental Ethics* 17 (Spring 1995), pp. 23-37.

Ball, Terence. "Green Political Theory." In Terence Ball and Richard Bellamy, eds. *The Cambridge History of Twentieth-Century Political Thought*. New York: Cambridge University Press, 2003. pp. 534-550.

Week Thirteen: December 4 (Presentations)

The Environmental Movement

VanNijnatten, Debora. "Participation and Environmental Policy in Canada and the United States," *Policy Studies Journal* 27:2 (1999): 267-287

McKenzie, Judith I. "The Environmental Movement in Canada: Retreat or Resurgence?" In Miriam Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, 2007. pp.279-306.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 16, 2009 for December examinations** and **March 12, 2010 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment

returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.