

Dr. Tamar Malloy
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Office hours: Tuesday 10-noon

Identity Politics
PSCI 3294, Spring 2021
T/Th 3:55-5:10

Class meeting: <https://cuboulder.zoom.us/j/97568670874>; meeting ID 975 6867 0874

Office hours: <https://cuboulder.zoom.us/j/96873820769>; meeting ID 968 7382 0769

Log in with CU IdentiKey for class meetings and office hours

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 four-part introduction to the concepts underlying these discussions, beginning with an introduction that looks at identity categorization and lived experience. In the second 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.

Classroom Expectations

- **Be on time.** Lateness can disrupt your classmates' focus, thereby undermining their learning. Come to class on time.
- **Be prepared to engage.** Complete the assigned readings before coming to class and be prepared to discuss them in depth.
- **Have the reading on hand.** You are expected to refer to texts to support your arguments and to be able to follow along when lectures, your TAs, and your

colleagues reference page or chapter numbers. Your note-taking may also be more expedient if you can make notes directly in the text.

- **Keep microphones muted unless you are called on.** Background noise from hundreds of different spaces is distracting and hard to tune out. Your microphones will be muted by default; please keep them that way unless you are called on.
- **Keep video on.** It's difficult to teach well without being able to see your reactions – without being able to see what is confusing, easy, boring, interesting, and so on. Our Zoom lecture is set to default to having video on; please keep it on if at all possible, and please remember to turn it back on if you turn it off during the course of our lecture. That said, I understand that there may be instances where it is impossible or difficult to keep your video on due to, for instance, broken technology, bandwidth restrictions or privacy concerns about your setting and the people around you. You are on your honor to keep your video on whenever possible, and to turn it off only when truly needed. However, if many or all students end up turning off their video, we will need to revisit this policy.
- **Do not engage in on-camera behavior that would distract your peers.** This includes but is not limited to: “zoombombing,” displaying lewd or obscene material, displaying material that denigrates or threatens particular groups or individuals, playing loud or distracting audio, unmuting your microphone when you have not been called on, and appearing nude or partially clothed on camera.
- **Lectures, discussions, breakout rooms, office hours meetings, and any other course-related video or audio communication may not be recorded, screen capped, posted online, or otherwise shared without explicit permission from the professor.** In this class we will discuss complex and sometimes difficult ideas. In order to grow, we need to be able to ask questions and discuss issues without worrying about how these nascent ideas might be taken out of context and/or how a recording might be immortalized online. Therefore, recording anything that occurs during class is not permitted. Additionally, you may not copy or take pictures of course material or post course material online beyond our Canvas site. There may or may not be some instances where I record portions of the lecture; if I do record class at any time I will let you know before recording begins and, if you prefer, you may turn off your camera for the duration of the recording.
- **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. Furthermore, we can only have a successful learning community if the classroom is a comfortable space for all. If you are uncomfortable with something that happens in class, please let me know. Confrontational behavior and offensive language will not be tolerated and may result in your being asked to leave class and/or referral to relevant on-campus resources.

Course Policies

Academic integrity and the Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. Additionally, students should know – and are not always aware – that physical disabilities, learning disabilities, chronic physical illness, chronic mental health issues (such as depression, anxiety, PTSD, eating disorders, substance abuse, etc.), and many temporary conditions (such as pregnancy, broken bones, concussions, etc.) are often considered legally protected disabilities and may entitle you to accommodations. Also be aware: 1) that Disability Services has some funds available to support the process of formal diagnosis for students who may have a disability and are in need of formal assessment and diagnosis, and 2) Disability Services is often overloaded and it may take them some time to process a new request; if you suspect you may need accommodations at any point in the semester you should contact them immediately, especially since accommodations cannot be applied retroactively.

Attendance

You have three “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). Missing more than three classes is normatively fine – I will not be upset, angry, insulted, disappointed, judgmental, etc. – but it will result in a deduction to your final grade

Additional absences will only be excused with support from Disability Services, Student Support and Case Management, or other CU office. If you experience a personal or family emergency or other disruption that is serious enough to merit special

dispensation, you must work with one of these offices (usually SSCM) before I will consider excusing your absence. This requirement is in place to ensure that students who are experiencing serious disruptions have the support needed to connect with university resources and develop a holistic plan for getting back on track. If this applies to your absence, you must let me know within one week of returning to class.

Classroom behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Email

Feel free to e-mail me with quick questions or to set up a meeting *after you have checked to see if the answer to your question is in the syllabus*. If you ask a question that is answered in the syllabus, I will simply reply “see syllabus.” Longer discussions and all discussions about grades must take place in person.

I will respond to e-mails within 48 hours during the week. I do not check email on Sundays or Mondays, during university breaks and holidays, or on days when our class is otherwise not scheduled to meet. While I do try to check email more frequently in the day or two before assignment due dates or exams, I strongly caution against waiting until the last minute. There is no guarantee that I will see and/or be able to respond to last minute requests or questions.

Some students find email to be anxiety-provoking or feel lost as to how to send emails in a professional context. If this is the case for you, I recommend [this tutorial](#). Please also note that I would much rather that you ask for help informally or “imperfectly” than hesitate because you’re concerned about how your email is written.

Late work

All assignments must be uploaded to Canvas **by noon** on the day that they are due.

Assignments will still be accepted via Canvas for 24 hours after the deadline, with an automatic 5 point deduction. Late work must still be uploaded to Canvas in order to receive a grade; it will not receive any credit if it is emailed directly to the professor. Assignments that are not submitted within 24 hours of the deadline will receive a 0.

If a student encounters extraordinary circumstances that necessitate more than 24 hours of additional time to complete an essay or make it impossible for them to take an exam, they must contact the professor ASAP and must have the relevant CU office (e.g. Student Support and Case Management, the Office of Victim Assistance, Disability Services, Counseling and Psychiatric Services) contact the professor ASAP. These offices will not share your personal information; they will simply verify that there is some

extraordinary circumstance that requires additional flexibility. Extensions longer than 24 hours and makeup exams are not otherwise available.

Office hours

You are encouraged to come to office hours if you have questions about course material, class participation, assignments, or other related topics. Since we are remote, please make an appointment for office hours via Canvas; detailed instructions on how to do this are available on our Canvas Site under “Modules > Resources.”

If you would like to meet but are unable to come to regularly scheduled office hours, please e-mail me to set up a meeting at another time.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Additionally, please note that I will treat your name and pronouns as fact rather than preference. On the first day of class I will ask you to write down your name and your name as it appears on the roster. Even if you have not updated your name in the CU Boulder system, I am happy to use whatever name you give. This may reflect a difference between your legal and social identities; it may also be a nickname, a middle name, or a shortened or Anglicized version of your name if you prefer to use one in the classroom. If you have a different name than the one that appears on the roster, I will only use the name on the roster if required to do so in the course of official communication with the University.

If your name and/or pronouns change during the course of the semester, and you feel comfortable doing so, please email me or come to office hours and let me know so that I can update my records accordingly and address you properly.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If your religious observation will require accommodation around assignment deadlines or exam dates, you must notify me at least two weeks before deadline or exam date. If your religious observation conflicts with your ability to attend class, please get in touch with me at least two weeks in advance; your absence will be excused if you are able to provide some proof that you were in attendance at a religious observation (this can be something informal, like a copy of the program or a screenshot of services) and you can make up participation points by completing an informal one-page written response linking your experience to one of our course readings.

See the [campus policy regarding religious observances](#) for full details.

Syllabus and course resources

Assignments, readings, resources, and grading criteria will all be made available online through Canvas. You are not required to buy any materials for this class. While I do not expect to make changes to the syllabus, I reserve the right to do so. The most recent versions of all assignments will be available online and announced by email. You are responsible for checking emails and the course website to stay up to date.

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, the procedures are as follows:

- For students who are quarantining: Because this class meets remotely, students who are quarantining but not experiencing symptoms of illness can and should continue to attend and participate as usual.
- For students who are ill and isolating: Students who are experiencing symptoms of COVID-19 and are unable to attend or participate in class should complement the reading questions for the relevant class and submit them within two weeks of their absence; this will count as attendance and participation for those classes. If illness makes it impossible to submit course work on time, the student must contact the professor as soon as possible to establish an appropriate timeline based on their ability to complete work. When reporting COVID-19 illness,

students are on the Honor Code; documentation is not required, but if it comes to light that a student has lied about an illness to gain academic advantage (including but not limited to extensions and/or excused absences) their case will be reported to the Honor Code and they may be subject to both academic and non-academic sanctions.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Mandatory Reporting

As a “responsible employee,” I am legally required to notify CU Boulder’s Office of Institutional Equity and Compliance if I become aware of any incidents of discrimination or harassment on the basis of race, color, national origin, pregnancy, sex, age, disability, creed, religion, sexual orientation, gender expression, veteran status, political affiliation, or political philosophy; romantic or sexual relationships that don’t adhere to Boulder’s policy on Conflict of Interest in Cases of Amorous Relationships; and sexual misconduct, including but not limited to rape, sexual assault, sexual exploitation, sexual coercion, sexual harassment, relationship violence or abuse, and stalking. The University’s current interpretation of the law extends to incidents that occurred before coming to CU Boulder and incidents that take place both on- and off-campus, and it requires me to report comments made during class discussion, via email, in office hours or other meetings, and/or in your written coursework.

This requirement can be especially complex in a course like this one; we will be discussing topics related to the experiences of members of protected classes, and many students in the room may have experiences of discrimination, harassment, sexual assault, and sexual misconduct. Still more students will have witnessed incidents like these and/or will have friends and family who are affected by them. I understand that students may want to share their experiences *and* may be averse to having their experiences shared with a formal institutional body like OIEC. I therefore want to be upfront in saying that I am required to report anything you tell me about experiences of harassment, discrimination, sexual misconduct, or sexual assault. I am required to do this even if you ask me not to.

As we move through the course, there are several options for students who find that they would like to discuss discrimination, harassment, sexual assault, or sexual misconduct that they have experienced or witnessed in the course of class discussion, meetings, or written coursework. One is to include those discussions in our discussions and/or coursework, knowing that I will have to notify OIEC. Please know that this is not a punitive measure! Whenever possible, I will let you know that I am contacting them before I do so, and will send you the content of my mandatory report so you know what information they have. I will then make the report, and they will reach out to you and any other involved parties as needed. Unless they understand the report to implicate you in causing discrimination, harassment, sexual assault, or sexual misconduct or believe there to be a risk of imminent violence (and I hope neither of these will be an issue!) you can decline to discuss the incident with them further (they have told me you can delete the email without response). You may also find it useful to read their email and/or speak to them about resources available through CU Boulder (e.g. a change in housing or schedule; help in accessing counselling, medical, or legal services, including visa and immigration services; help in establishing no-contact orders; and other services that can help you continue to succeed personally and academically). The underlying purpose of this reporting system is to flag incidents that the University might be able to address and provide support for students whose education is impeded by discriminatory behavior, and they do aim to provide helpful resources. A second option is to frame anecdotes hypothetically, particularly if you find that the substance of a given experience is relevant to discussion or coursework but you do not want to disclose (for this or any other reason) that it is a personal experience. Talking about hypotheticals is common in political theory, and giving such an example would not be unusual in the discipline or in our discussions (nor should you assume that a colleague's hypotheticals are rooted in personal experience – many are, in fact, thought experiments or amalgamations). A third option – compatible with the first two – is to reach out to someone confidentially. See the “resources” section below for more on this.

Resources

If you would like to speak with someone confidentially about experiences of harassment, discrimination, sexual harassment, sexual assault, intimate partner violence, stalking, and/or retaliation, or to address mental health concerns, you may find these resources helpful:

- CU's Office of Victim Assistance: <http://www.colorado.edu/ova>
- CU Counseling and Psychiatric Services (CAPS): (<http://www.colorado.edu/health/counseling>)
- CU's Ombuds Office: <http://www.colorado.edu/ombuds>
- MESA: <http://www.movingtoendsexualassault.org> and a 24-hour sexual assault hotline at 303-443-7300
- Colorado Crisis Services: <https://coloradocrisiservices.org>, a 24-hour crisis hotline at 844-493-8255, and via chat through their website or by texting “TALK” to 38255).
- RAINN National Sexual Assault Hotline: <https://www.rainn.org/resources>, a 24-hour crisis hotline at 800-656-4673, and online chat at online.rainn.org

- The Trevor Project: mental health support for LGBTQ+ young people at <https://www.thetrevorproject.org/get-help-now/>, a 24-hour hotline at 866-488-7386 or chat by texting START to 678-678
- Crisis Text Line: 24/7 support by texting HOME to 741741

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 Canvas and discussed in class at least two weeks before the relevant due date.

Grading

This course is graded in accordance with the University of Colorado's grading scale, which is as follows:

Letter	Number	GPA
A	93-99	4.0
A-	90-92	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7
D+	66-69	1.3
D	63-65	1.0
D-	60-62	0.7
F	50-59	0.0

Assignments

The core components of your grade are as follows:

Attendance and Participation – 20% – 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 (off-screen, 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, participating in activities and writing exercises, etc.)

Over the course of the semester we have 28 substantive class meetings, for a total of up to 112 points.

You have three “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. (You do not receive participation points on those days, but can still have a participation grade of 100.) After that, each unexcused absence will result in an additional 5% deduction from your final course (not participation) grade.

Situating Identity – 20% – Due February 25th – This assignment will give you two options, both of which ask you to situate experiences of identity as they are lived or depicted within the context of our course reading.

Option 1 is a 4-5 page analytical autobiography situating your own identity and/or experience 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, Linn, Moraga, Rich, Thompson, Wallace, Yamada) you might connect your identity and/or experience to larger political events, use your discussion to illustrate a larger point, or 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 at least 3 course readings in unit I.

Option 2 is a 4-5 page critical essay examining the way identity affects the characters in a fictional movie or the people and situations depicted in a documentary. I will provide you with a list of films from which to choose. This option will ask you to do similar work as that required by option 1 – to use theoretical ideas from the course to illuminate individual-level human experiences and the contexts that shape them – but will focus on an analytical subject other than your own experiences. Your paper *must* employ theoretical perspectives from at least 3 course readings in unit I.

Policy Analysis Project

Over the course of the semester, you will develop expertise in a policy and/or policy area of your choosing, with a particular focus on how it relates to identity. The policy you choose can come from the U.S. federal government, a U.S. state, a county or municipal government, another country’s government, or an international governing body such as CU Boulder. For instance, you might explore how campaign finance laws encourage or discourage participation from different groups, compare two states’ social 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. The different component parts of the paper will help you focus in on a manageable topic and argument, find and assess sources, and develop your argument. We will discuss additional guidelines, research strategies, and writing strategies before each portion of the project is due.

Policy Analysis Think Piece – 5% – Due March 16th – A 2-page double-spaced informal discussion of the policy area you are thinking of exploring. This is designed to function as a starting point; you may not yet have a specific law in mind, but

should consider why you are interested in a given policy, what about it interests you, what questions it raises, and how you might set out to answer them. Within the course of your writing, you must identify between two and five concrete, specific key questions that will help ground your research and analysis as you move forward.

Policy Analysis Thesis + Annotated Bibliography – 10% – Due April 6th – This assignment should include three things: (1) The thesis statement for your final policy analysis paper; (2) an annotated bibliography of at least three in-class sources that will contribute to your analysis; (3) an annotated bibliography of at least three outside sources that will provide background information and/or supplement your analysis. Together, these should not be more than 3 double-spaced pages.

Policy Analysis Paper – 30% – Due April 22nd – A 6-8 page paper examining how a policy area of your choosing relates to identity. Your paper must use at least 3 credible outside sources to explain what the policy is, and at least 5 sources from the course to explain how the policy constructs or makes use of identity.

Final Exam – 15% – Saturday, May 1st, 1:30pm – A cumulative exam given during our CU-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:

- Assignments must be uploaded to Canvas by noon Mountain Time on the day that they are due.
- Assignments must be uploaded to Canvas. Work that is not uploaded to Canvas will receive a 0, even if it is submitted by other means.
- Assignments will be accepted via Canvas for 24 hours after the deadline, with an automatic 5 point deduction from the essay grade. These late essays must still be uploaded to Canvas in order to receive a grade; they will not receive any credit if they are emailed directly to the professor.
- If a student encounters extraordinary circumstances that necessitate more than 24 hours of additional time to complete an essay or make it impossible for them to take an exam, they must contact the professor ASAP and must have the relevant CU office (e.g. Student Support and Case Management, the Office of Victim Assistance, Disability Services, Counseling and Psychiatric Services) contact the professor ASAP. These offices will not share your personal information; they will simply verify that there is some extraordinary circumstance that requires additional flexibility. Extensions longer than 24 hours and makeup exams are not otherwise available.
- There is a 24-hour “cooling off” period after grades are returned. Any emails about grades that are received during this period will be deleted without response, and any office hours meetings about grades that are scheduled or held during this time period will be cancelled.

Schedule of Readings

I. Introduction

January 14

- The syllabus

January 19

- 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>
- 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.

Recommended:

Ann Morning, "Ethnic Classification in Global Perspective: A Cross-National Survey of the 2000 Census Round," *Population Research and Policy Review*, Vol. 27 (2008) 239-272. (Read pp. 239-243, 248-258, 265-267)

January 21

- Tressie McMillan Cottom, "The Logic of Stupid Poor People." tressiemc.com, October 29, 2013. <https://tressiemc.com/uncategorized/the-logic-of-stupid-poor-people/>.
- Adam Linn, "The Blind Man's French Dog Problem" *The New York Times*, October 18, 2018.
- Cherrie 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. Cherrie Moraga and Gloria Anzaldúa. Watertown, MA: Persephone Press, 1981.

II: Identity in Modern and Contemporary Theory

January 26

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

January 28

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

February 2

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

February 4

- 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 9

- 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 11

- Judith Butler, "From Parody to Politics" in *Gender Trouble*. New York: Routledge, 1990.
- *Paris is Burning*, dir. Jennie Livingston, 1991.(Available on Kanopy, which is free and accessible with a CU login)
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Recommended:

Kiki, dir. Sara Jordenö and Twiggy Pucci Garçon, 2016. (streaming through CU Libraries)

February 16

- Chandra Talpade Mohanty, "Genealogies of Community, Home, and Nation" in *Feminism Without Borders: 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.

February 18

- Iris Marion Young, "Five Faces of Oppression" in *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press, 2011.

III: Identity and the Law

February 23

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

Recommended:

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

February 25

**** Situating Identity essay due; upload to Canvas by noon MT**

- 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.

March 2

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

March 4

- Renee Romano, "'Immoral Conduct': White Women, Racial Transgressions, and Custody Disputes" in *"Bad" Mothers: The Politics of Blame in Twentieth-Century America*, ed. Molly Ladd-Taylor and Lauri Umansky. New York: New York University Press, 1998.

March 9

- 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.

March 11

- 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.

IV: Governing Identity

March 16

**** Policy analysis think piece due; upload to Canvas by noon MT**

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

March 18

- Jane Mansbridge, "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes,'" *The Journal of Politics*, Vol. 61, No. 3 (August 1999) 628-657.

March 23

- No Reading, in-class activity TBD

March 25 – No Class, Wellness Day

March 30

- 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.
- 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:

Rebecca J. Kreitzer and Candis Watts Smith, "Reproducible and Replicable: An Empirical Assessment of the Social Construction of Politically Relevant Target Groups.' *PS: Political Science & Politics*, Vol. 51, No. 4 (October 2018) 768-774)

April 1 – No class, Annual Meeting of the Western Political Science Association

April 6

**** Policy analysis proposal + annotated bibliography due; upload to Canvas by noon MT**

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

April 8

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

April 13

- 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.

April 15

- Nancy Fraser, "Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation" in *Redistribution or Recognition?: A Political-Philosophical Exchange*. Brooklyn, NY: Verso, 2003, 7-9, 16-30, 37-42, 72-78.

April 20

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

Recommended:

Ta-Nehisi Coates, "The Case for Reparations." *The Atlantic*, June 2014.

April 22

**** Policy analysis paper due; upload to Canvas by noon MT**

- Jeff Spinner-Halev, "Radical Injustice" (pages 7-12 only) and "Enduring Injustice" (all) in *Enduring Injustice*. New York: Cambridge University Press, 2012.

April 27

Case study based on student interest

April 29

Concluding discussion and exam review

**** Final Exam, Saturday, May 1, 1:30pm**