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Ketchum 122
Office hours: W 10am-noon

Identity Politics
POLI 3294, Spring 2020
T/Th 4:00-5:15, Hellems 241

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 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 or injury, see [Temporary Medical Conditions](#) under the Students tab 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 legally protected disabilities and entitle you to accommodations, which are designed to ensure that you can perform as well in the course as you would have under ideal circumstances.

More generally, I am happy to work with you to make the course accessible. Please contact me ASAP if you need accommodations to succeed in the course.

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). Missing more than two 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 if authorized by Disability Services, Student Support and Case Management, 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). If this applies to your absence, you must let me know within one week of returning to class.

Classroom behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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 during the weekends, 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

Late work is not accepted. Work that is submitted after the deadline will receive a zero. I therefore strongly encourage you to submit your work by the relevant deadlines, even if it is incomplete or still in early draft form.

Mandatory Reporting

As a responsible employee, I am required to notify CU Boulder’s Office of Institutional Equity and Compliance (OIEC) if I become aware of any incidents of discrimination or harassment on the basis of belonging to a protected class, sexual assault, or sexual misconduct. 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. The University’s current interpretation of the law 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; 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, which you can do on-campus through the Office of Victim Assistance (<http://www.colorado.edu/ova>), Counseling and Psychiatric Services (CAPS) (<http://www.colorado.edu/health/counseling>), or the Ombuds Office (<http://www.colorado.edu/ombuds>), or off-campus through a trained counsellor or therapist as well as resources like MESA (<http://www.movingtoendsexualassault.org> and a 24-hour sexual assault hotline at 303-443-7300), and 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).

Office hours

You do not need to make an appointment to attend office hours. You are encouraged to drop in if you have questions about course material, class participation, assignments, or other related topics. If you would like to meet in person but are unable to come to office hours please e-mail me to set up a meeting.

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 selfie of you at 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.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including 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 instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

In other words: 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.

Students in these situations have sometimes reached out to professors or TAs, myself included, for support. Please understand that if you do so – including via email, in office

hours, in before- or after-class conversations, in your written coursework, or through in-class comments – I am required to contact the Office of Institutional Equity and Compliance. *This almost never means that you have to discuss the incident, initiate an investigation, or pursue disciplinary or criminal action.* Rather, the OIEC will reach out to discuss your options, including types of support that might be helpful (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). You can also reach out to the OIEC directly (<https://www.colorado.edu/oiec/>)[Links to an external site.](#). If you wish to speak to someone confidentially, you can do so by reaching out to the Office of Victim Assistance (<http://www.colorado.edu/ova>)[Links to an external site.](#), Counselling and Psychiatric Services (CAPS) (<http://www.colorado.edu/health/counseling>)[Links to an external site.](#), or the Ombuds Office (<http://www.colorado.edu/ombuds>)[Links to an external site.](#) You can also access off-campus resources like MESA (<http://www.movingtoendsexualassault.org> ([Links to an external site.](#))) and a 24-hour sexual assault hotline at 303-443-7300) and Colorado Crisis Services (<https://coloradocrisisservices.org> ([Links to an external site.](#))), a 24-hour crisis hotline at 844-493-8255, and via chat through their website or by texting “TALK” to 38255).

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.

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 (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 27 class meetings, for a total of up to 108 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 (not participation) grade.

Situating Identity – 25% – Due February 24th – 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 – 5% – Due March 30th – 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% – Tuesday, May 5th, 7:30pm, Hellems 241 – 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.
- For the purposes of this course “I had another paper due,” “I had a big exam in another class,” “I’m in charge of rush events,” “I had a practice/presentation/job interview/etc.” *are not exceptional circumstances.*

- We all have many commitments and you can prioritize them however you see fit. You may decide that focusing on another course or an extracurricular is more important than completing your work for this course. That's okay, but it does not mean that you get extra time to complete your work for this class.
- 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

I. Introduction

January 13

- The syllabus

January 15

- 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 200 Census Round," *Population Research and Policy Review*, Vol. 27 (2008) 239-272. (Read pp. 239-243, 248-258, 265-267)

January 20 – No class

January 22

- Tressie McMillan Cottom, "The Logic of Stupid Poor People." [tressiemc.com](https://tressiemc.com/uncategorized/the-logic-of-stupid-poor-people/), 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.
- 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.

II: Identity in Modern and Contemporary Theory

January 27

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

January 29 – No class

February 3

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

February 5

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

Recommended:

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

February 10

- 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 12

- 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 17

- Judith Butler, "From Parody to Politics" in *Gender Trouble*. New York: Routledge, 1990.
- *Paris is Burning*, dir. Jennie Livingston, 1991. (on reserve, available on Netflix and for streaming rental)

Recommended:

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

February 19

- 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.

III: Identity and the Law

February 24

- 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.

**** Situating Identity essay due**

February 26

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

March 2

- Cheryl I. Harris, "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8. (June 1993), 1709-1757.

Recommended:

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.

March 4

- Cheryl I. Harris, "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8. (June 1993), 1757-1791.
- 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 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

Case study based on student interest

**** Policy analysis think piece due**

March 18

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

March 23 – No class

March 25 – No class

March 30

- 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 + annotated bibliography due**

April 1

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

April 6

- 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 8 – No class

April 13

- 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 15

- 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 20

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

April 22

- 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 27

- 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**

April 29

Concluding discussion and exam review

**** Tuesday, May 5, 7:30pm: Final Exam**