You may have heard the phrase “identity politics” in recent years to describe how the Democratic Party caters to minority populations in regards to race, gender and sexual orientation. The truth is that identity politics is everywhere in the modern era (American since the 1960s); it is not limited to the Democratic Party. In this class we will discuss many forms of identity and how they operate in American politics. This includes identities we don’t often think about such as regional identities and issue identities such as being a gun owner. Every student will complete an independent research project that has to do with identity in some way, shape or form. I am very flexible in terms of how you go about this project, but it does have to meet certain criteria outlined in the instruction sheet. Overall, this course will be a culminating experience is part research, part current political events and part discussion all centered around the theme of identity and how it operates in American politics.

**Student Learning Objectives:**

a. Production of a research project:
   - Be able to identify a research question, generate a hypothesis based on past evidence and theory and utilize a research method to answer that question.

b. Verbal Communication:
   - Be comfortable discussing the readings and the state of American politics
   - Be able to help your peers with suggestions for their projects during our brainstorming sessions

c. Written Communication:
   - Be able to communicate your research project clearly and concisely without resorting to the techniques used by most incoming freshman.

Item A will be assessed with the Research Proposal, the Lit Review Draft and the Final Paper
Item B will be assessed with Class Participation (includes Workshop Participation), and the Final Project Presentation
Item C will be assessed with the Reflection Paper, the Research Proposal, the Lit Review Draft and Final Paper

**Grading Breakdown by Percentage:**

- Reflection Paper 5% (Half letter grade)
- Participation (includes attendance and workshops): 20% (2 letter grades)
- Research Proposal: 5% (Half letter grade)
- Literature Review Draft: 20% (2 letter grades)
- Final Paper (all sections): 40% (4 letter grades)
- Presentation: 10% (Letter grade)
Extra Credit Opportunity (1/2 point)
Capstone students are asked to take the Sustainability Learning Test. Details with the link and password to take the test are coming soon.

When you finish this test, take a screen shot of the last page and send me the screen shot along with 3-4 sentences describing what the test was asking you about, generally. Be sure to include the date you took the test in your email to me.

Grading Scale for Final Semester Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-84</td>
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<td>B-</td>
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<td>C+</td>
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<td>D</td>
<td>67-64</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59-0</td>
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</tbody>
</table>

Late Policy (NOTE: DIFFERENT FROM MY PREVIOUS COURSES)
Late work will not be accepted. It must be turned in on the date it is due or you won’t get the credit. You’re about to enter the working world where deadlines must be met. Exceptions will only be made in extreme circumstances and on a case by case basis.

**A Warning about Participation, Effort and Procrastination**

This is a senior seminar course, not a 101 class in a lecture hall where you can be anonymous. You have to show up and participate. The best ways to ensure an F in the course are as follows:

- **Periodically missing class.** This doesn’t just mean never showing up. It means missing every 2nd, 3rd or 4th class on average. You will not pass this course if your attendance record looks like this.
- **Not participating throughout the semester.** You should be speaking in class every time we meet. This is necessary for a seminar to function. This is also practice for speaking publicly in work and graduate school environments.
- **Doing the major assignments days before they are due and demonstrating a total lack of effort.** This would seem obvious, but you’d be surprised how much this happens. It is always clear when someone turns in a paper that was thrown together 48 hours before it was due. You cannot be this person. You need to be working on this project throughout the entire semester. You do not want to fail Capstone in the days before you graduate and then take it again in the summer.

Office Hours: Having trouble? Have questions? Come on by. I promise it will be helpful. Email me to schedule a time to meet.

Syllabus Policy: I reserve the right to make changes to the syllabus if necessary.

Course Evaluation Statement: You will have the opportunity to evaluate the course towards the end of the semester through an online evaluation system. I will remind you to bring laptops that day so they can be done during the final class.
Academic Honesty

Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give and “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated and students will receive an F on any assignment or exam the instructor determines is in violation of the academic honesty policy.

Academic dishonesty includes the following offenses:
1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Disability Statement:
If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours. If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431.
Identity: How It’s Currently Discussed

Wednesday, January 8- Introduction to Course
• No reading

Friday, January 10- What is Identity?
• What is Identity (As We Now Use the Word)?

Monday, January 13- “Identity Politics” in Everyday Political Discourse I
• Lilla: Intro-Page 32 & “Pseudo Politics Chapter”

Wednesday, January 15- “Identity Politics” in Everyday Political Discourse II
• Video: Francis Fukuyama speaks about identity politics:
  https://www.youtube.com/watch?v=GxZBzALaVys
• Video: Stacey Abrahams speaks about identity politics:
  https://www.youtube.com/watch?v=5zr_DqOLJYA

Friday, January 17- NO CLASS- PROFESSOR OUT OF TOWN
• Reflection Paper on Life as a Political Science Student due on OAKS by start of class

Monday, January 20- MLK DAY-NO CLASS

Research Refresher & Workshop Week
Wednesday, January 22- Research Refresher 1: Questions/Hypotheses/Lit Reviews
• Reading TBD

Friday, January 24- Research Refresher 2: Qual and Quant Methods
• No reading

Monday, January 27 WORKSHIP DAY 1
• 2 page proposal due on OAKS and hard copy by start of class
  We will get into small groups to help each other formulate routes forward for these proposals. Be prepared to
give your group a 2-3 minute “elevator pitch” about why you chose your topic/question how you think you
should proceed forward with a research plan. We will help each other strategize ideas.

Identity in the Mass Public: Race
Wednesday, January 29-Racial Identities I
• Behind the Mule Chapter 3
Friday, January 31- Racial Identities II
  • *A Latino on the Ballot*

Monday, February 3 – Racial Identities III
  • No reading

Wednesday, February 5- Racial Identities IV
  • *Strangers In their Own Land Chapters 1, 9, 14*

Friday, February 7- Racial Identities V
  • *How White People Were Invented: [https://aeon.co/ideas/how-white-people-were-invented-by-a-playwright-in-1613](https://aeon.co/ideas/how-white-people-were-invented-by-a-playwright-in-1613)*
  • *White Identity Politics Chapters 1-2*

Monday, February 10- Racial Identities VII
  • No reading

Wednesday, February 12- Racial Identities VIII
  • *White Identity Politics Chapter 7*

Friday, February 14- Racial Identities IX
  • *If Identity Politics is a Force for Good, How Does White Nationalism Fit In? [https://www.theguardian.com/commentisfree/2019/apr/07/if-identity-politics-is-a-force-for-good-how-does-white-nationalism-fit-in](https://www.theguardian.com/commentisfree/2019/apr/07/if-identity-politics-is-a-force-for-good-how-does-white-nationalism-fit-in)*

Monday, February 17- Racial Identities X: The Trump Era
  • *Explaining the Trump Vote: The Effect of Racist Resentment and Anti-Immigrant Sentiments*

**Identity in the Mass Public: Gender**

Wednesday, February 19- Gender Identities I
  • No reading
Friday, February 21- Gender Identities II
  • The Role of Gender in Descriptive Representation

Monday, February 24- Gender Identities III: Sexism in the 2016 Election
  • Engendering Support: Hostile Sexism Predicts Voting for Donald Trump Over Hillary Clinton in the 2016 Presidential Election

Identity in the Mass Public: Regional Identities

Wednesday, February 26 Rural Identities
  • Rural Consciousness and the Power of Perspective

Friday, February 28- WORKSHOP DAY
  • Another professor will proctor this workshop day
  • Lit review draft is due on OAKS by start of class

Monday, March 2: Southern Identities
  • Southern Identities (chapters TBD)

Wednesday, March 4: Southern Identities
  • Southern Identities (chapters TBD)

Friday, March 6: Other Regional (Appalachian) and State Identities

Identity in the Mass Public: Political Identities

Monday, March 9: Party ID: At First Glance
  • No reading

Wednesday, March 11 Partisanship and Social Identity Theory I
  • Understanding Party Identification: A Social Identity Approach

Friday, March 13 Partisanship and Social Identity Theory II
  • Expressive Partisanship: Campaign Involvement, Political Emotion and Partisan Identity
Monday, March 23 Ideology and its Relation to Identity Politics
  •  *Ideology in America Chapter 1*

Wednesday, March 25 Ideology and its Relation to Identity Politics
  •  *No reading*

Friday, March 27 **FILLER DAY- TBD BY WHERE WE ARE IN THE SYLLABUS.**

Monday, March 30 Affective Polarization
  •  *Affect, Not Ideology*

Wednesday, April 1 Sorting and Affective Polarization
  •  *Uncivil Agreement Chapters 1-3*

Friday, April 3 Sorting and Affective Polarization
  •  *Uncivil Agreement (chapters TBD)*

Monday, April 6- Social Identity w/ Primary Candidates
  •  *No reading*

**Identity in the Mass Public: Issue Identities**

Wednesday, April 8 Gun Ownership
  •  *Lacombe: The Political Weaponization of Gun Owners: The NRA’s Cultivation, Dissemination, and Use of a Group Social Identity.*

Friday, April 10 School Choice Identity
  •  *How Do Policy Organizations Frame Issues and Shape Identity? Exploring the Case of School Choice*

Monday, April 13 Climate Change and Environmental Identities
  •  *A Social Identity Analysis of Climate Change and Environmental Attitudes and Behaviors*


Wednesday, April 15 Identity as the Dependent Variable
  •  *No reading*
Friday, April 17- MPSA CONFERENCE. PROFESSOR OUT OF TOWN
  • Work. On. Your. Papers!

Identity in Congress
Monday, April 20 Descriptive Representation in Congress
  • Should Blacks Represent Blacks and Women Represent Women? Yes.

Wednesday, April 22- Descriptive Representation II: Recent Studies
  • No reading

Student Research Project Presentations

Friday, April 24- Class Presentations (5 people)

Monday, April 27- Class Presentations (5 people)

Wednesday, April 29- Class Presentations (5 people+ Course Evals)
  • FINAL PAPERS ARE DUE ON OAKS BY START OF CLASS. NO EXCEPTIONS. FAILURE TO TURN IN A PAPER RESULTS IN AN F FOR THE COURSE.