



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME**

**INTP 448: IDENTITY AND WORLD POLITICS  
30 POINTS**

**TRIMESTER 1 AND 2 2014**

**Important dates**

**Trimester dates:** 3 March to 16 November 2014

**Teaching dates:** 3 March to 6 June 2014; 14 July to 17 October 2014

**Easter/Mid-trimester break:** 18 April to 4 May 2014

**Mid-year break:** 3–13 July 2014

**Mid-trimester 2 break:** 25 August to 7 September 2014

**Last assessment item due:** 17 October 2014, 5pm

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

Class time: Thursday 1-3pm

Venue: MY404

**Names and contact details**

**Trimester 1**

Course Coordinator: Dr Fiona Barker

Room No.: Murphy 538

Phone: 463 5759

Email: [fiona.barker@vuw.ac.nz](mailto:fiona.barker@vuw.ac.nz)

Office hours: Thursday 12:00 – 1:00pm or by appointment.

**Trimester 2 – Name and details TBA**

## **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or seminar programme will be advised by email, announced in lectures, and posted on the INTP 448 Blackboard site.

## **Prescription**

This course introduces concepts, theories and empirical research on the role of individual and collective identities in political life. Topics include: the political impact of "traditional" identities like language, ethnicity, religion; how state actors shape our identities; national identity and norms in international relations; sport as arena of identity contestation.

## **Course content**

The concept of identity has grown in importance in the social sciences both as an explanatory variable and as an independent subject of analysis. This course introduces concepts, theories and empirical research on the role of individual and collective identities in political life. It first surveys different concepts of identity, as well as psychological and sociological theories of individual and collective identity formation, and methods of measuring identity in politics. It then examines instrumentalist, structuralist and institutional theories of what shapes linguistic and ethnic identities, and analyses the formation and deployment of national identities both domestically and in world politics. When do identities become politicised and with what effects? In the latter part of Trimester 1 we undertake case studies around key identity themes – e.g. religion, sporting identities, nationalism and national identity, ethnicity and electoral participation.

## **Course learning objectives (CLOs)**

Students passing the course should be able to:

1. Explain the different ways in which the concept of identity is used in the social sciences, as well as the means of measuring the concept.
2. Evaluate the main theoretical arguments about what shapes individual and collective identities in social and political life.
3. Summarise how individual and collective identities are argued to influence political and social outcomes, and critically assess the different arguments.
4. Demonstrate understanding of the political uses of different types of identities (e.g. religious, linguistic, national, ethnic) in historical and contemporary case studies.
5. Apply the knowledge gained through course-work to research and write a well-structured, theoretically-informed essay on a topic related to the origins, evolution and consequences of individual or collective identities in national and/or global politics.

## **Teaching format**

This course has one two-hour seminar per week. It involves analysis of readings, class discussion, preparation of reading summaries and student presentations. Students are expected to participate actively in class discussion, as well as in giving, and providing feedback on, presentations.

## **Mandatory course requirements**

In addition to achieving an overall pass mark of 50%, students must:

- Make a presentation on the weekly readings and submit an issues paper.
- Give a research presentation and act as discussant on another students' research presentation
- Submit the research proposal and research paper by the specified dates
- Sit the mid-year in-class test

- Attend at least 13 out of 18 class meetings (excluding absences for valid & documented reasons)

## Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 300 hours to the course throughout the trimester. An approximate indication of the hours to be spent on each component of the course is below:

Attendance at classes:	38 hours
Readings and preparation for class:	48 hours
Research proposal:	22 hours
Issues paper & readings presentation:	21 hours
In-class test preparation:	64 hours
Research presentation:	21 hours
Research essay:	86 hours

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Research Proposal (up to 5 pages)	10%	1, 2,3, 4, 5	9 May, 5pm
2	Issues paper (2 pages) & presentation of readings (10-15 mins)	10%	1, 2, 3	TBA
3	Mid-year in-class test (2 hours)	30%	1, 2, 3, 4	5 June 2014
4	Research presentation (15 minutes)	10%	5	TBA
5	Research paper (8 000 words)	40%	1, 2, 3, 4, 5	17 October, 5pm

The **research proposal** is due by 5pm on Friday, May 9. The proposal is the first stage of preparation for the research paper due in October. You will formulate your own research question related to some aspect of the course themes and content. The proposal presents the research question, outlines the project, and discusses research methods. A bibliography should be included. Research proposal guidelines are included at the end of this Course Outline.

During Trimester 1 you are required to give a 10-15 minute **presentation** and write a brief **issues paper** related to the course readings one week. The presentation should briefly outline the main arguments and/or evidence of the authors, then offer a critique and analysis of the readings, and suggest questions for class discussion. The presentation should be accompanied by an issues paper of no more than two pages that elaborates on your presentation. Neither the presentation nor the issues paper should merely consist of a summary of the readings; rather, the task is to identify the core arguments and then offer your views on them. Presentation and issues paper guidelines are included at the end of this Course Outline.

A mid-year **in-class test** will be held on **Thursday, 5 June 2014**. The test will assess your understanding of the key concepts and theories covered in the course readings, and your ability to critically evaluate theoretical arguments in the context of particular empirical cases.

During Trimester 2 you are required to give a **work-in-progress presentation** on your research project. This is worth 10% of your total course grade. The research presentation offers an important opportunity to present to your colleagues your research thus far and to gain important feedback as you complete the research and write the research paper. You are also required to act as **discussant on another student's research presentation**, to give them feedback and constructive critique. This task is a mandatory course requirement, but will not be assessed. Together, these tasks are designed to foster collaborative learning and to introduce you to key elements of academic research. Guidelines for these tasks will be made available on Blackboard.

The research paper is due by **5pm, Friday 17 October 2014**. The word limit is 8,000 words, including footnotes. Please read carefully the Penalties provisions outlined below. The research paper assesses your ability to research in-depth and critically analyse key questions on a topic related to core course themes.

### **Submission and return of work**

The **issues paper** should be submitted in class on the day of your readings presentation.

Please submit the **research proposal** and **research essay** to the INTP 448 essay box outside Murphy Room 518, together with completed cover sheet, which is available on Blackboard and/or from the office. They must also be submitted electronically, to the appropriate folder on Blackboard.

The research proposal, essay and test will be returned at times to be advised. Alternatively, students may collect their essay from the Office, Murphy Room 518 between the hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

### **Extensions and penalties**

#### **Research proposal:**

Students will be penalised for late submission of the research proposal—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. Extensions will be granted in extraordinary circumstances and require appropriate documentation (e.g. presentation of a medical certificate). If you think you may need consideration for an extension, please contact the course coordinator prior to the due date.

#### **Research paper:**

There is a uniform deadline for the final submission of Honours research papers in Political Science and International Relations. This deadline is adhered to firmly. Extensions are granted in exceptional circumstances only, under the conditions stipulated in Victoria University's aegrotat regulations, and extensions must be approved by the Honours Coordinator in advance of the deadline. **In 2014 the deadline for Research Papers is 5.00 pm, Friday, 17 October. Work not submitted by this deadline will not be taken into consideration when determining final results.**

## Readings

All required readings for INTP 448 will be made available electronically by the Victoria Library on the course Blackboard site. A list of recommended readings for each week's topic will be posted in the Course Resources section of Blackboard.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
-------------------------------------

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be discussed in the first class.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## INTP 448: IDENTITY AND WORLD POLITICS 2014

### Research Paper Proposal – Guidelines

**Due:** 5pm, Friday May 9, 2014

**Worth:** 10% of final grade

**Submission:** Please submit the research proposal in **hard copy** to the INTP448 box on Murphy 5<sup>th</sup> Floor **AND electronically** to the folder in the Course Resources section of Blackboard.

**Length:** The proposal may be up to 5 pages long, plus bibliography. Depending on how advanced your research is, you may find you need slightly less space to accomplish the tasks below.

This proposal serves as the first stage of preparation for the long research paper. The more thought you put into the proposal, the more likely I am to be able to give you useful feedback.

Below, I outline tasks the proposal should accomplish. Please note:

- You do not have to use the format outlined below. You may organise your material and thoughts differently, as suits your own research. However, overall the research proposal should address all the areas mentioned, and should be in prose form.
- The mark for the research proposal is not a mark for how definitive a conclusion you have reached thus far. I want to see if you - (i) can articulate your current thinking on the research question; (ii) have begun consulting relevant literature and can express how your paper relates to existing work on the topic; (iii) can show you've thought about the argument/hypotheses you might make. Thoughtfulness, evidence of grappling with the question and structure, and clarity of expression are the key features of a good proposal.
- As in any essay, you should reference and acknowledge your sources.

### Elements of the Research Proposal

Component	What it entails
<i>Title</i>	Include a working title - this forces you to express your research in a few words.
<i>Statement of the research question</i>	This is critical. The question must indicate what you will ask and research. Some research questions seek to explain empirical puzzles in the world; others seek to explore problems in theory or apply/test existing theories in new cases. Whichever your approach, it is critical that the research question be a <i>question</i> and one that requires <i>explanation</i> , not simply description. Moreover, it should spark an explanatory answer that is interesting and that is not already obvious.
<i>Elaboration of why you are studying</i>	This is the infamous "so what?" question. Here, explain the background to the research question and explain why you will study it. You should convince the reader that the question is important and that the answer is

<i>this</i>	neither obvious nor dull. You do this via discussion of the state of the literature in the field. What arguments does the existing literature on your topic make? What are the gaps, controversies or inconsistencies in the literature? What are the empirical puzzles? Where does your research question fit into the existing debates and how could your research make a contribution? NB. This section should explain and justify your research question with reference to relevant literature, but should not simply be a random description of current literature!
<i>Statement of the main thesis argument and/or hypothesis to be tested.</i>	<p>Having explained the question you want to ask and why it is interesting, your next task is to suggest a possible answer, or at least some starting hypotheses to be tested.</p> <p>Do not panic at this point. You don't have to provide the definitive statement of your final argument! Your argument will evolve and change as you conduct the research. What you should do here, though, is venture a first stab at an argument or at hypotheses that could be tested in order to answer your research question. This is the critical step of linking question with possible answer, which also helps you structure your research paper. Think about the <b>theoretical framework</b> you might use. Suggest what sort of evidence you'll use to support the proposed argument. Put another way, suggest what kinds of evidence you would need to answer the question and test your hypotheses.</p>
<i>Outline of Research Paper</i>	This section should give an overview of how you plan (currently) to structure the research paper. The structure should be logical and should be appropriate to the question and hypotheses/argument you have described. Please annotate the outline, describing briefly what each section of the research paper will do.
<i>Bibliography</i>	You must include a bibliography of all relevant literature you have consulted to date. Also note other sources (both primary and secondary) you plan to consult.

## INTP448: IDENTITY AND WORLD POLITICS 2014

### Reading Presentation & Issues Paper – Guidelines and Marking Sheet

**Worth:** Together, 10% of total course grade

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

#### The tasks of the issues paper and readings presentation are related:

- Both paper and presentation should **succinctly** explain the main argument and approach of your assigned readings.
- Both paper and presentation should then offer a critique, analysis or opinion of the readings. Here are some of the questions you could address: (i) Do you find the authors' arguments persuasive? Why/why not? (ii) If the readings offer contradictory accounts of political behaviour or events, which do you find more persuasive, and why? (iii) Does an author advance a theory of politics or of the state that you think is weak or does not apply to some parts of the world? Explain why you find this to be so. (iv) Is a normative (moral) argument made (i.e. how the state/politics **should** be)? Do you agree with the author's normative position, and why/why not? What other normative positions could be taken?
- The presentation should discuss how the articles link with the week's themes, and should suggest 2-3 questions arising from the articles/presentation for class discussion. Remember, you are communicating your analysis and ideas to your colleagues – don't just read out your issues paper!
- The paper will elaborate on the points you have made in your presentation. However, remember that in this kind of short issues paper you will only have space to make a couple of main points. It is better to make fewer points well than to make many points poorly. Remember to provide reasoning as to why you critique a certain argument or take the view you do on the theme of the week's readings.
- Above all, it is imperative that both paper and presentation offer original analysis or critique, rather than simply summarising the readings. The analysis should comprise at least half of the presentation/paper – a mere summary of the readings is not sufficient.



<b><i>Reading Presentation</i></b>	
<ul style="list-style-type: none"> <li>• Were the authors' core arguments identified and outlined succinctly?</li> <li>• Were the readings linked to the week's themes?</li> <li>• Did the presentation offer critical reflection and analysis of the articles?</li> <li>• Were appropriate discussion questions posed?</li> </ul>	
<ul style="list-style-type: none"> <li>• Was the presentation clear and concise? Were ideas and analysis communicated well?</li> </ul>	
<b><i>Issues Paper</i></b>	
<ul style="list-style-type: none"> <li>• Does the paper succinctly explain the main arguments and approach of at least two of the week's readings?</li> <li>• Does the paper offer thoughtful critique and analysis of the readings?</li> <li>• Does the paper's critique and analysis link the readings to the week's themes?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the paper clearly written and structured?</li> <li>• Is there an appropriate balance of description and analysis?</li> </ul>	

## LECTURE AND REQUIRED READING SCHEDULE

### **Week 1 (March 13): What is identity? Does it matter? If so, why?**

#### **Required:**

Fearon, J. (1999) "What is identity (as we now use the word)?" unpubl. ms., Stanford University. You can access this reading via the following link:

<http://www.stanford.edu/~jfearon/papers/iden1v2.pdf>

Waters, M. (1999) *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge, MA: Harvard University Press, pp. 44-49; 62-89.

### **Week 2 (March 20): Concepts and types of identity**

#### **Required:**

Abdelal, R., Y. Herrera, A. Johnston and R. McDermott (2006) "Identity as a Variable", *Perspectives on Politics* 4: 4, 695-711. **(Read pp. 695-702)**

Chandra, Kanchan (2006) "What is ethnic identity and does it matter?", *Annual Review of Political Science* 9: 397-424.

Sen, A. (2006) *Identity and Violence: the Illusion of Destiny*. NY: Norton, 18-39 (Chap. 2).

### **Week 3 (March 27): Identity choice and change – cultural and material interest accounts.**

#### **Required:**

Varshney, A. (2009) "Ethnicity and ethnic conflict", in C. Boix & S. Stokes (eds.), *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press, 274-294.

Bates, R. (1974) "Modernization, ethnic competition, and the rationality of politics in contemporary Africa", in M. Doro and N. Stultz (eds.) *Governing in Black Africa*. NY: Africana Publishing Company, 153-167.

### **Week 4 (April 3): Identity choice and change – structural and institutional accounts**

#### **Required:**

Posner, D. (2004) "The political salience of cultural difference: why Chewas and Tumbukas are allies in Zambia and Adversaries in Malawi", *American Political Science Review* 98: 4, 529-545.

Laitin, D. (1985) "Hegemony and religious conflict: British Imperial control and political cleavages in Yorubaland", in Evans, P., D. Rueschemeyer, & T. Skocpol (eds.), *Bringing the State Back In*, Cambridge: Cambridge University Press, 285-316.

Kertzer, D. and D. Arel (2002) "Censuses, identity formation, and the struggle for political power", in D. Kertzer and D. Arel (eds.), *Census and Identity: the Politics of Race, Ethnicity, and Language in National Censuses*. Cambridge: Cambridge University Press, 1-42. [This can be a quick read – focus on pp. 1-23, 31-35.]

## **Week 5 (April 10): Identity as a variable – questions of measurement and method**

### **Required:**

Abdelal, R., Y. Herrera, A. Johnston and R. McDermott (2006) “Identity as a Variable”, *Perspectives on Politics* 4: 4, 695-711. **(Finish reading from Week 3 – p. 702 onwards.)**

Gerring, J. (2007) *Case Study Research. Principles and Practices*. New York: Cambridge University Press, pp. 37-63.

## **Week 6 (April 17): National identity – domestic construction**

### **Required:**

Guibernau, M. (2007) *The Identity of Nations*. Cambridge: Polity Press, 9-32.

Billig, M. (1995) *Banal Nationalism*. London: Sage, pp. 60-92.

### **THEN, read ONE of the following:**

Vom Hau, M. (2009) “Unpacking the school: textbooks, teachers, and the construction of nationhood in Mexico, Argentina, and Peru”, *Latin American Research Review*, 44: 3, 127-154.

Campbell, J. and J. Hall (2009) “National identity and the political economy of small states”, *Review of International Political Economy* 16: 4, 547-57.

## **MID-TRIMESTER BREAK 18 APRIL – 4 MAY**

## **Week 7 (May 8): Ethnicity, identity and political participation - theories**

### **Required:**

Mansbridge, Jane (1999) “Should Blacks represent Blacks and Women represent Women? A contingent ‘Yes’”, *Journal of Politics* 61: 3, 628-657

Htun, Mala (2004) “Is gender like ethnicity? The political representation of identity groups”, *Perspectives on Politics* 2: 3, 439-458

## **Week 8 (May 15): Ethnicity, identity and political participation – case studies**

Maxwell, Rahsaan (2013) “The integration trade-offs of political representation”, *European Political Science* 12: 467-478.

Bird, Karen (2005) “The political representation of visible minorities in electoral democracies: a comparison of France, Denmark, and Canada”, *Nationalism and Ethnic Politics* 11: 425-465.

### **THEN read ONE of the following:**

Donovan, Barbara (2012) “Intersectionality and the substantive representation of migrant interests in Germany”, *German Politics and Society* 30: 4, 23-44.

Tiberj, V. and L. Michon (2013) “Two-tier pluralism in ‘colour-blind’ France”, *West European Politics* 36: 3, 580-596.

## **Week 9 (May 22): Religion and religious identity as variables in Comparative Politics and International Relations**

### **Required:**

Philpott, D. (2009) "Has the study of global politics found religion?", *Annual Review of Political Science* 12: 183-202.

Grzymala-Busse, A. (2012) "Why comparative politics should take religion (more) seriously", *Annual Review of Political Science*, 15: 421-442.

### **THEN Read ONE of the following, based on your interests:**

Toft, M. (2007) "Getting religion? The puzzling case of Islam and civil war", *International Security* 31: 4, 97-131.

Zubrzycki, G. (2012) "Religion, Religious tradition, and nationalism: Jewish Revival in Poland and 'Religious Heritage' in Québec", *Journal for the Scientific Study of Religion*, 51: 3, 442-455.

Van der Brug, W., S. Hobolt and C. H. de Vreese (2009) "Religion and party choice in Europe", *West European Politics* 32: 6, 1266-1283.

## **Week 10 (May 29): Sport, globalisation and national identity**

### **Required:**

Markovits, A. and L. Rensmann (2010) *Gaming the World: How Sports are Reshaping Global Politics and Culture*. Princeton, NJ: Princeton University Press, pp. 43-106.

### **THEN:**

Go to the VUW Library Website. Under the **Journal Finder** tab, look up the journal *Sport in Society*. Read **ONE** of the following articles:

#### From Volume 14, Issue 2

Carter, Thomas (2011) "What happens while the official looks the other way? Citizenship, transnational sports migrants and the circumvention of the state", *Sport in Society* 14: 2, 223-240

Holmes, M. and D. Storey (2011) "Transferring national allegiance: cultural affinity or flag of convenience", *Sport in Society* 14: 2, 253-271.

#### From Volume 14, Issue 2

Bradley, Joseph (2011) "In-groups, out-groups and contested identities in Scottish international football", *Sport in Society* 14: 6, 818-832.

Thomas, Damion (2011) "Around the world: problematizing the Harlem Globetrotters as cold war warriors", *Sport in Society* 14: 6, 778-791.

Rowe, David (2011) "The televised sport 'monkey trial': 'race' and the politics of post-colonial cricket", *Sport in Society* 14: 6, 792-804.

## **Week 11 (June 5): In-class test**

### **NB. Trimester 2 class schedule to be advised during Trimester 1.**