



Course Subject, Number and Title: Political Science 335, Social Identities

Canvas Course URL: <https://canvas.wisc.edu/courses/191502>

Meeting Time and Location: Spring 2020, Tuesdays 1:20PM – 3:15PM, Social Sciences 4308

INSTRUCTOR AND TEACHING ASSISTANTS

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Course Goals:

This course is an introduction to theories and empirical work on social identities, focusing in particular on definitions and measurement. The course has three main goals: First, we will examine various definitions of social identities and different types of identities (ethnicity, race, nationality, gender, class, religion, and partisanship). Second, we will look at techniques and strategies that have been developed to measure identities (content analysis, surveys, and interviews). Third, we will examine empirical works on identities from a variety of geographical areas and methodological perspectives.

This course will be based on student-centered discussion rather than lectures. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. In addition, through short assignments students will practice a variety of techniques for measuring identity. Finally, students will write an original research paper that entails collecting original data, analysis of existing research, and writing on a topic related to a social identity using one or more of the techniques covered in the class.

Summary of Class Schedule

week	Seminar topics		Assignments (all due on Canvas)	
	Tuesdays		Fridays, 1:00 pm	
1	21-Jan	Introduction to the course	24-Jan	
2	28-Jan	Defining, measuring & comparing social	31-Jan	Initial Paper Ideas Survey
3	4-Feb	Ethnicity, Race and Censuses	7-Feb	CITI Training
4	11-Feb	Surveys	14-Feb	Survey Measurement Assignment
5	18-Feb	Content Analysis	21-Feb	Content Analysis Measurement
6	25-Feb	Interviews	28-Feb	Paper Plan Draft
7	3-Mar	Ethnicity	6-Mar	Interview Measurement Assignment
8	10-Mar	Race	13-Mar	Revised Paper Plan
	17-Mar	<i>spring break</i>		
9	24-Mar	National Identity		
10	31-Mar	Religious identity		
11	7-Apr	Class		
12	14-Apr	Gender and Sexual Identity	17-Apr	Final Paper Draft
13	21-Apr	Partisanship		
14	28-Apr	Student Paper Presentations	28-Apr	<i>Slides due 12:30 pm Tuesday</i>
			1-May	Revised Final Paper

* For each course meeting between Jan 28 and April 21, reading quizzes must be completed online by 1:00 pm on the day of class

Course Readings and Assignments

Week 1

Tuesday, January 21:

Introduction to the course

Week 2

Tuesday, January 28:

Defining, measuring & comparing social identities

- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable," *Perspectives on Politics* 4:4 (December), 695-711.
- McDermott, Rose. 2009. "Chapter 12: Psychological Approaches to Identity: Experimentation and Application," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 345-367. (required text + Canvas)

Friday Jan 31, 1:00 pm: Online survey of Initial Paper Ideas

Week 3

Tuesday, February 4:

Ethnicity and Race on Censuses

- Prewitt, Kenneth. 2013. *What Is Your Race? The Census and Our Flawed Efforts to Classify Americans*. Princeton UP. Chp 1, 2, 1-30. (Canvas)
- Kertzer, David I. and Dominique 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 Census*. Cambridge UP. 1-42. (Canvas)
- Race and ethnicity census handout on Canvas

Friday Feb 7, 1:00 pm: CITI training; upload receipt to Canvas

Week 4

Tuesday, February 11:

Surveys

- Lee, Taeku. 2009. "Chapter 4: Between Social Theory and Social Science Practice: Toward a New Approach to the Survey Measurement of 'Race'," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 113-144. (required text)
- Dawson, Michael. 2009. "Chapter 6: Black and Blue: Black Identity and Black Solidarity in an Era of Conservative Triumph," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 175-199. (required text)
- Survey websites handout on Canvas

Friday, Feb 14, 1:00 pm: Survey Measurement Assignment due on Canvas

Week 5

Tuesday, February 18:

Content Analysis

- Neuendorf, Kimberly A., and Paul D. Skalski. 2009. "Chapter 7: Quantitative Content Analysis and the Measurement of Collective Identity," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 203-236. (required text)
- Wilson, Steven, and Herrera, Yoshiko. 2019. "Teaching Computerized Content Analysis for Undergraduate Research Papers." *PS: Political Science & Politics*, 52:3, 536-542.
- Content analysis websites handout on Canvas

Friday, Feb 21, 1:00 pm: Content Analysis Measurement Assignment due on Canvas

Week 6

Tuesday, February 25:

Interviews

- Cramer, Katherine J. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Univ. of Chicago Press, 2016. Chp 1-2, 1-44. (Canvas)
- Adams, Laura. "Chapter 11: Techniques for Measuring Identity in Ethnographic Research," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. (2009) 316-341. (required text)
- Leech, Beth. 2002. "Asking Questions: Techniques for Semi-structured Interviews," *PS: Political Science and Politics* 35:4, 665-688. (Canvas)
- Woliver, Laura R. 2002. "Ethical Dilemmas in Personal Interviewing." *PS: Political Science & Politics* 35.4, 677-678. (Canvas)

Friday, Feb 28, 1:00 pm: Paper Plan Draft due on Canvas

Week 7

Tuesday, March 3:

Ethnicity

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 397-424.
- Marquardt, Kyle L., and Yoshiko M. Herrera. 2015. "Ethnicity as a Variable: An Assessment of Measures and Data Sets of Ethnicity and Related Identities." *Social Science Quarterly* 96.3: 689-716.
- Robinson, Amanda Lea. 2014. "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism." *World Politics* 66(4): 709-746.

Friday, March 6, 1:00 pm: Interview Measurement Assignment due on Canvas

Week 8

Tuesday, March 10:

Race

- Nobles, Melissa. 2002. "Racial categorization and censuses." in D. Kertzer and D. Arel, eds. *Census and Identity: The Politics of Race, Ethnicity, and Language in National Census*. Cambridge UP. 43-70. (Canvas)
- Telles, Edward, and Tianna Paschel. 2014. "Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America." *American Journal of Sociology* 120.3: 864-907.
- Davenport, Lauren D. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review* 110(1): 52–67.

Friday, Mar 13, 1:00 pm: Revised Paper Plan due on Canvas

March 17: NO CLASS (Spring Break)

Week 9

Tuesday, March 24:

National Identity

- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Chp 1, 2 & 10, pp. 1-36, 163-185. (Canvas)
- Citrin, Jack and David O. Sears. 2009. "Chapter 5: Balancing National and Ethnic Identities: The Psychology of *E Pluribus Unum*," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 145-174. (required text)
- Schildkraut, Deborah J. 2014. "Boundaries of American Identity: Evolving Understandings of "Us"." *Annual Review of Political Science* 17, 441-460.

Week 10

Tuesday, March 31:

Religious Identity

- Ysseldyk, Renate. 2010. Kimberly Matheson, and Hymie Anisman. "Religiosity as identity: Toward an understanding of religion from a social identity perspective." *Personality and Social Psychology Review* 14:1, 60-71.
- Voas, David, and Fenella Fleischmann. 2012. "Islam moves west: religious change in the first and second generations." *Annual Review of Sociology* 38, 525-545.
- Campbell, David E. and Robert D. Putnam. 2011. "America's Grace: How a Tolerant Nation Bridges Its Religious Divides." *Political Science Quarterly* 126:4, 611-640.

Week 11

Tuesday, April 14:

Class

- Oakes, J. Michael, and Kate E. Andrade. 2017. "The measurement of socioeconomic status." *Methods in social epidemiology* 18: 23-42.
- Walsh, Katherine Cramer. 2012. "Putting inequality in its place: Rural consciousness and the power of perspective." *American Political Science Review* 106.3, 517-532.
- Thurlow, James, Danielle Resnick, and Dumebi Ubogu. 2015. "Matching concepts with measurement: Who belongs to Africa's middle class?" *Journal of International Development* 27.5: 588-608.

Friday, Apr 14, 1:00 pm: Final Paper Draft due on Canvas

Week 12

Tuesday, April 14:

Gender and Sexual Identity

- Frable, Deborah ES. 1997. "Gender, racial, ethnic, sexual, and class identities." *Annual review of psychology* 48.1: 139-162.
- Butler, Judith. 2004. *Undoing gender*. Routledge. Introduction, pp. 1-16. (Canvas)
- Egan, Patrick J. 2012. "Group cohesion without group mobilization: The case of lesbians, gays and bisexuals." *British Journal of Political Science* 42.3: 597-616.

Week 13

Tuesday, April 21:

Partisan Identities

- Greene, Steven. 2002. "The social-psychological measurement of partisanship." *Political Behavior* 24.3: 171-197.
- Bankert, Alexa, Leonie Huddy, and Martin Rosema. 2017. "Measuring partisanship as a social identity in multi-party systems." *Political behavior* 39.1: 103-132.
- Egan, Patrick J. 2019. "Identity as dependent variable: How Americans shift their identities to align with their politics." *American Journal of Political Science*.

Week 14

Tuesday, April 28:

Student Paper Presentations

- 12:30 pm: Presentation Slides due on Canvas
- Extra session will probably be scheduled based on student availability

Friday, May 1, 1:00 pm: Revised Final Paper due on Canvas

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

- Required textbook: Abdelal, Rawi et al. 2009. *Measuring identity: A guide for social scientists*. Cambridge Univ. Press. 978-0521732093 or rent/buy as ebook on Kindle
- For assigned articles, students should download them via the library site (this is part of library skill development)
- All readings that are not available via the library will be on the course Canvas website

GRADING

Summary of course requirements and grading (see details below)

Class Participation (3 x 3.33%)	10%
Online Quizzes (12 x 2%)	24%
CITI training	0.5%
Methods exercises: Content Analysis, Survey, interviews (3 x 7%)	21%
Final Paper:	
Initial Paper Ideas Survey	0.5%
Paper Plan Draft (2%)	2%
Paper Plan (8%)	8%
Final Paper Draft (2%)	2%
Final Paper (30%)	30%
Paper presentation	2%
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Total:	100%

Grades are not curved

Failure in any course component over 2% of grade will result in failure in the course overall.

Grade Scale

A	100%	to 95%	AB	< 95%	to 89%
B	< 89%	to 83%	BC	< 83%	to 77%
C	< 77%	to 70%	D	< 70%	to 60%
F	< 60%	to 0%			

Honors option: Honors credit is earned on a satisfactory/unsatisfactory basis. If you are interested in honors, please email the instructor ASAP. To earn credit students must

1. Complete a 1-page response paper for readings in weeks 2-13 (due before class); and
2. Include 2 methods rather than 1 in the final paper. If working in a group then there is a higher threshold for data for each method;

And choose *one* of the following:

3. Attend 4 campus events (speakers, workshops or other events) during the semester and write a one-page summary of each event, or
4. Find a newspaper article related to 4 weeks on the syllabus (from weeks 2-13) and briefly discuss how it's related to the course readings.

GRADED WORK

1. Class Participation:

Participation (3 x 3.33%; 10% of final grade):

- This is a discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material.
- Students should bring the readings to class in order to aid in discussion.
- I may call on a few students during each class meeting and we will have small group discussions.
- Students are expected to attend for the full class period; arriving late or leaving the room during class will result in a lowered participation grade.
- It is fine to use a tablet or laptop in class to take notes, but doing other activity unrelated to the course during class will result in a lowered participation grade.

Participation grades will be given 3 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for Participation:

Attended class	6
Did not leave the room, arrive late, nor engage in non-course related work online	1
Actively participated by asking questions and participating in group discussions	2
Seemed in command of readings and material; able to explain concepts	1
	10

2. Online Reading Quizzes (12 x 2%; 24% of final grade):

- Each week students should complete an online reading quiz before class (due at 1:00 pm).
- See course website on Canvas quizzes: <https://canvas.wisc.edu/courses/191502/quizzes>
- Quizzes are timed, 15 minutes, and can be taken anytime up to 1:00 pm on the day of class. Late quizzes will not be accepted.
- Quizzes are based on all of the course readings. The best way to prepare for the quizzes is to do the readings and take notes on the main arguments of each article.
- The grading rubric for quizzes is based on percent of correct answers, and uses the grade scale noted above.

3. Measurement Assignments and CITI training:

CITI training, due February 7, 1:00 pm (.5% of final grade):

- All students should complete the CITI (Collaborative Institutional Training Initiative) Human Participants Research Training. This is an online training course for work with human subjects, e.g. interview and survey respondents.
- To do the training, go to the CITI website: <https://my.gradsch.wisc.edu/citi/index.php>
- Sign in with your NET ID, and then choose “Add a course or update learner groups”, then choose the Human Participants Training for Education, Social & Behavioral Science

Researchers course. When you have finished, **upload your completion report** to Canvas as a PDF by the due date.

- The grade for this assignment is pass/fail and it can be completed anytime before the due date. It is worth .5% if turned in on time, 0% if late.

Measurement Assignments (3 x 7%; 21% of final grade):

There will be three short measurement assignments during the course. The goal of these assignments is to put the course material into practice by connecting the readings to one of the methods, collecting original data, and writing up the results as well as the process.

1. Survey: Students should design and implement a survey that measures some aspect or type of identity. The survey should contain a minimum of 5 questions and should be completed by at least 10 respondents (per student working on the assignment). It may contain an experiment, but this is not required. Due: February 14th, 1:00 pm on Canvas.
2. Content Analysis: Students should choose a source of digitized text of at least 2000 words total (per student working on the assignment) and use one of the publicly available content analysis websites to analyze some kind of identity-related content in the text. Due: February 21st, 1:00 pm on Canvas.
3. Interviews: Students should design and carry out interviews with at least two people (per student working on the assignment), using a set of questions developed in advance. Due: March 6th, 1:00 pm on Canvas.

Guidelines for all measurement assignments:

- Each assignment should be no more than 2-3 single-spaced pages (12 pt font, 1-inch margins), *excluding tables and any extended quotations and the appendix*;
- Each assignment must include your name(s), the date, and a descriptive title, as well as the following numbered sections:
 1. State the central research question that motivates the work. The research question should be related to measurement of social identities, and it will be the basis for all that follows below in that the data collection and analysis should answer the question set out here. Assignments might address different related research questions, or the same question using different methods. Examples of research questions include: What does it mean to be Asian-American? Who is in the middle-class? What characterizes national identity versus ethnicity? How can we measure religiosity?
 2. Description of the data sources or pool of respondents: where did the text come from and how long is it, how many people did you survey or interview, how did you meet/find them, and other characteristics about the interviewees (gender, ethnicity, age, location). This section explains who or what is the data source.

Note: for the content analysis assignment, you should not use a secondary source such as an academic article about a topic as the source for the content analysis, unless you plan to analyze the words of the (academic) author. For example, if you are interested in presidential rhetoric, you should use presidential speeches as your data source, not an article about presidential speeches written by another scholar.
 3. Explanation of the procedure or methods used: discuss and explain why you chose certain survey or interview questions, or why you chose certain words or terms to focus on in the content analysis. This section explains what questions or method of

interrogation (dictionaries) you used to elicit responses. The questions or dictionaries should be oriented towards answering the research question set out in part 1. The actual questions (instrument) or dictionaries should go in the appendix.

4. Discussion of the results: Describe what you learned from the data collected, i.e. responses you got or findings from the content analysis, and in what ways the measurement exercise was or was not successful. **Use tables or figures to present content analysis and survey results. Interviews should include some quotations in the text.** In the case of the survey assignment, discuss the results of the survey. In the case of content analysis, discuss the results of the analysis. In the case of interviews, discuss the interview answers (what respondents say). You may also include reflections on how responses differed from what you expected.
5. Appendix (no page limit): should include the actual coding rules and dictionaries used in the content analysis assignment, or the survey/interview instrument (questionnaire). In addition, descriptive tables can be put in the appendix. This is the section for additional information that a reader might want, but that is not necessarily central to your argument.
6. If working in a group, multiple the data requirement for each person in the group (2 people 2x, 3 people 3x).

The grading rubric for the measurement assignments:

The plan contains all 5 sections; content is as instructed above, including minimum requirements on number of respondents, questions, or text documents; Appendix contains required content, tables, lists of questions, etc.	3
Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources	2
The research question is clear and related to measurement of a social identity	1
Survey or Interview questions, or content-analysis dictionary is connected to research question, and questions or terms are explained	1
Pool of respondents are appropriate for the research question, or content analysis source text is appropriate for analysis of the research question	1
Discussion of the methods (what was done to collect data) is clear and complete	1
Findings (the results of the data collection) are fully described	1
	10

Late assignments will be marked down one grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

4. Final Paper, Plans, and Presentation

The final paper for this course will require original data collection and research on a topic related to social identities, based on the measurement techniques discussed and practiced in the course, including one of the three methods (content analysis, survey, and interviews) and UW-Madison library resources.

Initial Paper Ideas Survey, due January 31, 1:00 pm (.5% of final grade):

- This is a survey of your interests for the final paper
- See course website for this survey: <https://canvas.wisc.edu/courses/191502/quizzes>
- The grade for this assignment is pass/fail and it can be completed anytime before the due date. It is worth .5% if turned in on time, 0% if late.

Paper Plan Draft, due Feb 28, 1:00 pm (2% of the final grade)

- Include your name, the date, and a **descriptive title**;
- Length: 3-4 single-spaced pages; **submitted in Microsoft Word (.docx)**.
- Include the following *four* numbered sections:
 1. **A clear research question** related to measurement of social identities.
 2. Motivation for your research from existing work, and implications (make clear what your work will add, or why it is useful to do this research). In this section,
 - a. **Cite 4 academic sources**, i.e. journal articles or books found in the UW-Madison library system that support your research question.
 - b. Use a full, correct, citation (MLA bibliography) of each source
 - c. Under each source, write 2-3 sentences explaining how it supports the research question.
 3. **Describe which methodology** (content analysis, survey, or interviews), based on the course readings and measurement exercises, that you plan to use, and why it's appropriate for your research question.
 4. **Describe the main type of data sources** that you plan to use:
 - a. Describe either the texts that you will use in the paper if doing content analysis
 - b. Describe the pool of respondents or interviewees and timeline for collecting responses for a survey or interviews.

Grading rubric for the Paper Plan Draft:

- The grade for the draft is based primarily on the draft being turned in on time, and containing content for all 4 sections;
- *It is mandatory to meet briefly with your Writing Fellow after receiving comments from them.*

Revised Paper Plan, due March 13, 1:00 pm (8% of the final grade)

Must contain all elements of the draft, revised after consultation with Writing Fellows

Grading rubric for the Paper Plan:

The plan contains all 4 sections, and content is as instructed above	3
Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources	2
The research question is clear and related to measurement of a social identity	1
The motivation based on existing work is clear, implications are clear, and sources are appropriate	2
The methodology is appropriate to the research question	1
The data sources are appropriate, and data collection seems feasible	1
	10

Late assignments will be marked down one grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

Final Paper Draft, due April 17, 1:00 pm (2% of the final grade)

- Paper length should be approximately 15 double-spaced pages, excluding references and appendices; use 12-point font, 1-inch margins, **submitted in Microsoft Word (.docx)**.
- Include a title page with your name, date, and a descriptive title; use appropriate style for the title page.
- Use MLA parenthetical citations; References in text should include author and year, and page number if appropriate. Annotations of sources is not necessary for the final paper bibliography.
- Suggested minimum data collection:
 - a. Content Analysis: at least 2 long documents (30+ pages), or at least 20 short news articles
 - b. Survey: 10 questions, at least 50 responses
 - c. Interviews: 1/2 hour long, at least 8 people
- Paper should include the following sections, which should be labeled with headings:
 1. Introduction, stating the research question, a summary of the methods used to collect data, and a brief summary of the argument and implications (2 pp.).
 2. Theoretical section (2-3 pp.): should contain:
 - a. Definition of identity, based on course readings or other sources;
 - b. Motivation for the research question based on academic sources or course readings.
 3. Methods Section (1-2 pp.): Explain how you collected data:
 - a. For content analysis include a description of the texts (length, source, etc), and coding rules, description of dictionaries, or key words, etc.;
 - b. For a survey, describe the questions, the pool of respondents & how you recruited them, when the survey was conducted, how many responses you got, etc.;
 - c. For interviews, describe who you interviewed, how you found people, when you did the interviews, how long the interviews lasted, where they took place, etc.
 4. Data section (5-6 pp.): Discuss your findings: You should use tables, figures, or a set of extended quotations to highlight key points. Discuss how the findings support (or do not support) answers to your research question.
 5. Conclusion (1-2 pp.).
 6. Bibliography (not annotated, does not count toward page limit).
 7. Appendix (does not count toward page limit); include interview or survey instrument, full texts (if not too long, otherwise just links to sources); extra tables or figures, etc.

Grading rubric for the Final Paper Draft:

- The grade for the draft is based primarily on the draft being turned in on time, and containing content as described above;
- *It is mandatory to meet briefly with your Writing Fellow after receiving comments from them.*

Revised Final Paper, due May 1, 1:00 pm (30% of final grade):

Grading rubric for the revised final paper:

The paper contains all 7 sections, and content and structure are as instructed above; appendix contains required material, within page limit	3
Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources, good word choice and tone	2
The research question is clear and related to measurement of a social identity	1
The motivation based on existing work is clear, implications are clear, and sources are appropriate, and includes at least 4 academic sources	1
The methodology is appropriate to the research question and is adequately discussed	1
The data sources are appropriate, and data collection meets minimum requirements	1
Good analysis of evidence and discussion of findings	1
	10

Late assignments will be marked down one grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

Final Paper Presentations: Slides due April 28th, 12:30 pm (2% of final grade)

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Based on the number of papers, the amount of time will probably be 4-5 minutes; *a separate session (time TBD) will probably have to be scheduled for this event*
- Presentations should consist of 5 slides:
 1. Title slide (your name, date & presentation title)
 2. Research question and motivation for research
 3. Method description (how CA, Survey, or Interviews were done)
 4. Results
 5. Conclusions
- Slides should use consistent style;
- You may add images or other relevant visual design elements.

Grading rubric final paper presentation & slides:

Presentation contains 5 slides as noted above and is within the time limit	4
Content captures main points of research paper (question, motivation, methods and findings)	2
Style is consistent on all slides; no typos or style errors; text is adequate to convey points, but is not too wordy; visual images are relevant and helpful in conveying points	2
Speaker addresses audience, makes eye contact consistently, keeps audience engaged	2
	10

OTHER COURSE INFORMATION:

Group Work:

Students may choose to work in groups of up to 4 students on the paper plan, the final paper, and the presentation. Measurement assignments can be coordinated, but should be turned in individually.

- If you are interested in working in a group, indicate that on the initial survey.

If you choose to work in a group:

- For the Paper Plan, add an additional short section to discuss how work will be divided by each student
- At least two measurement techniques must be used on the final paper.
- The final paper length will be longer (by 5 pages per additional person, e.g. from 20, 25, or 30 pp); the additional pages will be in the data section (to discuss the additional data collection).
- Make sure the final paper is integrated, even though the paper has different sections, and different people might do more work on one or another of them. Make sure all sections are connected; each group member should read and edit the entire paper.
- In a separate document for the final paper, each group member should turn in a one-half page description of their own individual contribution and evaluation of others' contributions to the research paper.

Absence and Make-up Policy

1. Absences will be excused due to religious conflicts, medical issues, or university-related business. Contact the instructor as soon as possible if you anticipate missing class.
2. Make-up policy for excused absences:
 - a. Missed quizzes can be made up only if the reason for absence extends to the time before class (when the quiz is normally taken). In that case, extra time will be allotted for the quiz.
 - b. Missed class discussion can be made up by writing a response paper that is two single-spaced pages that addresses the readings.
3. Make up response papers are due by 1:00 pm Friday the week of the missed class (unless the excused absence period is extended). If response papers are not submitted on time, they will not be accepted, negatively affecting the participation grade.
4. Policy for missing more than 3 classes: Even if make-up assignments are completed, missing more than 3 classes will result in a one-half reduction of the final grade. If they are not completed, it will be a full grade reduction of the final grade.

OFFICIAL COURSE DESCRIPTION

As approved through governance, presented in the Guide.

An introduction to theories and empirical work on social identities, focusing in particular on definitions and measurement. It has three main goals: First, examine various definitions of social identities and different types of identities (ethnicity, race, nationality, gender, class, and religion). Second, look at techniques and strategies that have been developed to measure identities (content and discourse analysis, surveys, interviews and ethnography, censuses). Third, examine empirical works on identities from a variety of geographical areas and methodological perspectives.

Requisites: Sophomore standing

Credits: 3

Course Designations and Attributes: Seminar
Breadth - Social Science; Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S

Instructional Mode: Classroom instruction, all face-to-face

How Credit Hours are met by the Course:

Traditional Carnegie Definition – This class meets for one 150-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

LEARNING OUTCOMES

Course Learning Outcomes:

Learning outcomes for this course correspond to the five Political Science B.A. Learning Outcomes: <http://guide.wisc.edu/undergraduate/letters-science/political-science/political-science-ba/-learningoutcomestext>:

1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science—American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.
2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

See additional course goals under the section "Course goals" above

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

RULES, RIGHTS & RESPONSIBILITIES

See the Undergraduate Guide's [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>