



Course Subject, Number and Title:

Political Science 814, Social Identities: Definition and Measurement

Canvas Course URL: <https://canvas.wisc.edu/courses/192483>

Meeting Time and Location: Spring 2020, Wednesdays 1:20PM–3:15PM, North Hall room 422

Instructor Title and Name: Yoshiko M. Herrera, Professor, Department of Political Science
<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>

Instructor Availability: Office hours: Tues., Wed., and Thurs., by appointment here:
<https://calendly.com/ymherrera/office-hours>

Instructor Email/Preferred Contact: yherrera@wisc.edu

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 (e.g. ethnicity, race, nationality, gender, class, religious identity and partisanship). We will also consider more structural approaches to identity. Second, we will look at techniques and strategies that have been developed to measure identities (content analysis, surveys and experiments, interviews, censuses, and expert datasets). 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 in which they will consider a definition of a social identity and then collect original data related to that identity using one of the techniques covered in the class.

PS 814 Social Identities, Summary of Class Schedule

week	Seminar topics		Assignments (all due on Canvas)	
	Wednesdays		Mondays, 10 am	
1	22-Jan	Introduction to the course	27-Jan	
2	29-Jan	Defining, measuring & comparing social identities	3-Feb	Initial Paper Ideas Survey
3	5-Feb	Censuses	10-Feb	CITI training
4	12-Feb	Surveys	17-Feb	Survey Measurement Assignment
5	19-Feb	Content Analysis	24-Feb	Content Analysis Measurement Assignment
6	26-Feb	Interviews	2-Mar	Interview Measurement Assignment
7	4-Mar	Ethnicity	9-Mar	Paper Plan
8	11-Mar	Race		
	18-Mar	spring break		
9	<i>TBD</i>	National Identity		
10	1-Apr	Religious identity		
11	8-Apr	Class		
12	15-Apr	Gender		
13	22-Apr	Other identities		
14	29-Apr	Student Paper Presentations		<i>Slides due on Canvas, 12:30 pm</i>
			1-May	Final Paper Due at 10 am

For each course meeting between Jan 29 and April 22:

- Discussion questions must be submitted by 10:00 am on day of class
- Response papers must be completed online by 1:00 pm on the day of class
- Presentation schedule will be created separately

Course Readings and Assignments

Week 1 Wednesday, January 22:

Introduction to the course

Week 2 Wednesday, January 29:

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)
- McClain, Paula D., et al. 2009. "Group membership, group identity, and group consciousness: Measures of racial identity in American politics?" *Annual Review of Political Science* 12: 471-485.
- Scott, Joan. 2001. *Gender and the Politics of History*. Columbia UP. Intro and Chp 2, 1-11, 28-50. (Canvas)

Recommended:

- Howard, Judith A. 2000. "Social Psychology of Identities." *Annual Review of Sociology* 26(1): 367-393.
- Brewer, Marilynn B. 2001. "The Many Faces of Social Identity: Implications for Political Psychology." *Political Psychology* 22:1, 115-125.
- Huddy, Leonie. 2001. "From social to political identity: A critical examination of social identity theory." *Political psychology* 22.1: 127-156.
- Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond" identity"." *Theory and society* 29.1: 1-47.

Monday February 3, 10:00 am: Online survey of Initial Paper Ideas

Week 3 Wednesday, February 5:

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)
- 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)
- Uvin, Peter. 2002. "On counting, categorizing, and violence in Burundi and Rwanda." in D. Kertzer and D. Arel, eds. *Census and Identity: The Politics of Race, Ethnicity, and Language in National Census*. Cambridge UP. 148-175. (Canvas)

Recommended:

- Lieberman, Evan S., and Prerna Singh. 2017. "Census Enumeration and Group Conflict: A Global Analysis of the Consequences of Counting." *World Politics* 69.1, 1-53.
- Loveman, Mara. 2014. *National colors: Racial classification and the state in Latin America*. Oxford University Press, USA.

Monday February 10, 10:00 am: CITI training; upload receipt to Canvas

Week 4 Wednesday, February 12:

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)
- 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)
- 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)
- Bailey, Stanley R., Mara Loveman, and Jeronimo O. Muniz. 2013. "Measures of "Race" and the analysis of racial inequality in Brazil." *Social Science Research* 42.1: 106-119.

Recommended

- Craemer, Thomas, Todd C. Shaw, Courtney Edwards, and Hakeem Jefferson. 2013. "'Race still matters, however...': implicit identification with blacks, pro-black policy support and the Obama candidacy." *Ethnic and racial studies* 36.6: 1047-1069.
- Lee, Jennifer, and Karthick Ramakrishnan. 2019. "Who counts as Asian." *Ethnic and Racial Studies*, 1-24.

Monday February 17, 10:00 am: Survey Measurement Assignment due on Canvas

Week 5 Wednesday, February 19:

Content Analysis

- Herrera, Yoshiko M., and Bear F. Braumoeller et al. 2004. "Symposium: Discourse and Content Analysis." *Qualitative Methods Newsletter* 2:1, 15-39. (Canvas)
- 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)
- Slapin, Jonathan B., and Sven-Oliver Proksch. 2008. "A scaling model for estimating time-series party positions from texts." *American Journal of Political Science* 52.3: 705-722.
- Wilson, Steven, and Herrera, Yoshiko. 2019. "Teaching Computerized Content Analysis for Undergraduate Research Papers." *PS: Political Science & Politics*, 52:3, 536-542.

Recommended:

- Laver, Michael, Kenneth Benoit and John Garry. 2003. "Extracting Policy Positions from Political Texts Using Words as Data." *American Political Science Review* 97:2, 311-331.
- Grimmer, Justin. 2009. "A Bayesian Hierarchical Topic Model for Political Texts: Measuring Expressed Agendas in Senate Press Releases." *Political Analysis* 18.1, 1-35.
- Neuendorf, Kimberly A. 2016. *The content analysis guidebook*. Sage.

Monday February 24, 10:00 am: Content Analysis Measurement Assignment due on Canvas

Week 6 Wednesday, February 26:

Interviews

- Laitin, David D. 1998. *Identity in Formation: The Russian-speaking Populations in the Near Abroad*. Cornell UP. Chp 5, 105-157. (Canvas)
- Waters, Mary. 2001. *Black Identities: West Indian Immigrant Dreams and American Realities*. Harvard UP. Chp 1, 3, 9, Appendix, 1-15, 44-93, 326-372. (Canvas)
- Adams, Laura. 2009. "Chapter 11: Techniques for Measuring Identity in Ethnographic Research," in R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge UP. 316-341.
- Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Univ. of Chicago Press. Chp 1-2, 1-44. (Canvas)

Recommended:

- Leech, Beth. 2002. "Asking Questions: Techniques for Semi-structured Interviews," *PS: Political Science and Politics* 35:4, 665-688.
- Woliver, Laura R. 2002. "Ethical Dilemmas in Personal Interviewing." *PS: Political Science & Politics* 35.4, 677-678.

Monday March 2, 10:00 am: Interview Measurement Assignment due on Canvas

Week 7 Wednesday, March 4:

Ethnicity

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 397-424.
- Arel, Dominique. 2002. "Language Categories in Censuses: Backward- or Forward-Looking." in D. Kertzer and D. Arel, eds. *Census and Identity: The Politics of Race, Ethnicity, and Language in National Census*. Cambridge UP. 92-120. (Canvas)
- Brubaker, Rogers, Mara Loveman, and Peter Stamatov. 2004. "Ethnicity as cognition." *Theory and society* 33.1: 31-64.
- 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.

Recommended:

- Hale, Henry E. 2004. "Explaining Ethnicity." *Comparative Political Studies* 37.4, 458-485.
- Birnir, Jóhanna K., et al. 2018. "Introducing the AMAR (All Minorities at Risk) Data." *Journal of Conflict Resolution* 62.1, 203-226.
- Cederman, Lars-Erik, Andreas Wimmer and Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics*. 62:1, 87-119.
- Posner, Daniel N. 2004. "Measuring Ethnic Fractionalization in Africa." *American Journal of Political Science*. 48:4, 849-863.

Monday March 9, 10:00 am: Paper Plan Draft due on Canvas

Week 8 Wednesday, March 11:

Race

- King, Desmond S., and Rogers M. Smith. 2005. "Racial orders in American political development." *American Political Science Review* 99.1, 75-92.
- Davenport, Lauren D. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review* 110(1): 52-67.
- 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.
- Alba, Richard D., Scarlett Lindeman, and Noura E. Insolera. 2016. "Is race really so fluid? Revisiting Saperstein and Penner's empirical claims." *American Journal of Sociology* 122.1: 247-262.
- Jardina, Ashley. 2019. *White Identity Politics*. Chapters 1 & 3, 1-20, 50-90.

Recommended

- Lee, Jennifer, and Frank D. Bean. 2004. "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification." *Annual Review of Sociology* 30, 221-242.
- Gay, Claudine. 2004. "Putting race in context: Identifying the environmental determinants of Black racial attitudes." *American Political Science Review* 98.4: 547-562.
- Davenport, Lauren D. 2016. "The role of gender, class, and religion in biracial Americans' racial labeling decisions." *American Sociological Review* 81.1: 57-84.
- Saperstein, Aliya, and Andrew M. Penner. 2012. "Racial fluidity and inequality in the United States." *American journal of sociology* 118.3: 676-727.

March 18: NO CLASS (Spring Break)

Week 9 *Rescheduled Class Date TBD*

National Identity

- Laitin, David D. 1998. *Identity in Formation: The Russian-speaking Populations in the Near Abroad*. Cornell UP. Chp 1, 3-35, Chp 7-9, 201-263. (Canvas)
- Huddy, Leonie, and Nadia Khatib. 2007. "American patriotism, national identity, and political involvement." *American Journal of Political Science* 51.1: 63-77.

- Schildkraut, Deborah J. 2014. "Boundaries of American Identity: Evolving Understandings of "Us"." *Annual Review of Political Science* 17, 441-460.
- 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.
- Hopf, Ted, and Bentley B. Allan, eds. 2016. *Making Identity Count: Building a National Identity Database*. Oxford UP. Chp 1 & 2, 3-46. (Canvas)

Recommended:

- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Chp 1-5 & 10, pp. 1-82, 163-185. (Canvas)
- Suny, Ronald Grigor. 2001. "Constructing primordialism: Old histories for new nations." *The Journal of Modern History*, 73:4, 862-896.
- Charnysh, Volha, Christopher Lucas, and Prerna Singh. 2015. "The ties that bind: National identity salience and pro-social behavior toward the ethnic other." *Comparative Political Studies* 48.3: 267-300.

Week 10 Wednesday, April 1:

Religious Identity

- Norris, Pippa and Ronald Inglehart. 2004. *Sacred and Secular: Religion and Politics Worldwide*. Cambridge UP. Chp 1, 3-32. (Canvas)
- Peek, Lori. 2005. "Becoming Muslim: The development of a religious identity." *Sociology of Religion* 66:3, 215-242.
- Ysseldyk, Renate, Kimberly Matheson, and Hymie Anisman. 2010. "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 Wednesday, April 8:

Class

- Oakes, J. Michael, and Kate E. Andrade. 2017. "The measurement of socioeconomic status." *Methods in social epidemiology* 18: 23-42.
- Williams, D. R. 1996. "Race/Ethnicity and Socioeconomic Status: Measurement and Methodological Issues." *International Journal of Health Services* 26.3, 483-505.
- Cirino, Paul T., et al. 2002. "Measuring Socioeconomic Status: Reliability and Preliminary Validity for Different Approaches." *Assessment*, 9.2 (June), 145-155.
- 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.

Recommended

- Olin Wright, Erik. 2005. "Chapter 1: Foundations of a neo-Marxist class analysis." In Erik Olin Wright ed. *Approaches to Class Analysis*. Cambridge UP. Intro & chp 1, 1-30. (Canvas)

Week 12 Wednesday, April 15:

Gender and Sexual Identity

- Frable, Deborrah ES. 1997. "Gender, racial, ethnic, sexual, and class identities." *Annual review of psychology* 48.1: 139-162.
- Hawkesworth, Mary. 2003. "Congressional enactments of race–gender: Toward a theory of raced–gendered institutions." *American Political Science Review* 97:4, 529-550.
- Butler, Judith. 2004. *Undoing gender*. Routledge. Introduction, pp. 1-16. (Canvas)
- Butler, Judith. 2006. *Gender trouble: Feminism and the subversion of identity*. Routledge. Part 1, pp. 1-46. (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.

Recommended

- Gay, Claudine, and Katherine Tate. 1998. "Doubly bound: The impact of gender and race on the politics of black women." *Political Psychology* 19.1: 169-184.
- Neuendorf, Kimberly A., et al. 2010. "Shaken and stirred: A content analysis of women's portrayals in James Bond films." *Sex Roles* 62.11-12: 747-761.
- Karpowitz, Christopher F., Tali Mendelberg, and Lee Shaker. 2012. "Gender inequality in deliberative participation." *American Political Science Review* 106:3, 533-547.
- Fischer, Molly. 2016 "Think Gender Is Performance? You Have Judith Butler to Thank for That. The radical theorist who spawned a gender-queer nation — and became a pop celebrity in the process." *New York Magazine*, June 13, 2016, <https://www.thecut.com/2016/06/judith-butler-c-v-r.html>

Week 13 Wednesday, April 22:

Partisanship

- Greene, Steven. 2002. "The social-psychological measurement of partisanship." *Political Behavior* 24.3: 171-197.
- Burden, Barry C., and Casey A. Klofstad. 2005. "Affect and Cognition in Party Identification." *Political Psychology* 26.6, 869-886.
- Abramowitz, Alan I., and Kyle L. Saunders. 2006. "Exploring the Bases of Partisanship in the American Electorate: Social Identity vs. Ideology." *Political Research Quarterly* 59:2 (June) 175–187.

- 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*.

Recommended:

- Iyengar, Shanto, Gaurav Sood, and Yphtach Lelkes. 2012. "Affect, not ideology a social identity perspective on polarization." *Public opinion quarterly* 76.3: 405-431.
- Huddy, Leonie, Lilliana Mason, and Lene Aarøe. 2015. "Expressive partisanship: Campaign involvement, political emotion, and partisan identity." *American Political Science Review* 109.1: 1-17.

Week 14 Wednesday, April 29:

Student Paper Presentations

****Slides due by noon (12:30 pm) on Canvas**

Friday May 1, 10:00 am: Final Paper due on Canvas

GRADING

Summary of course requirements and grading

I. Reading & Participation	Class Participation (3 x 3.33%)	10.0%	
	Discussion questions (12 x .25%)	3.0%	Credit / No Credit
	Response papers (12 x 1%)	12.0%	Credit / No Credit
	Group Presentations (2 x 2.5%)	5.0%	
II. Methods	CITI training	0.5%	Credit / No Credit
	Methods exercises: Content Analysis, Survey, interviews (3 x 7%)	21.0%	
II. Final Paper	Initial Paper Ideas Survey	0.5%	Credit / No Credit
	Final Paper Proposal	10.0%	
	Final Paper	35.0%	
	Paper presentation	3.0%	
		100.0%	

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

MAJOR GRADED WORK

I. Reading and Participation:

1. Participation in class discussions (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 about the readings.
- Students should bring the readings to class in order to aid in discussion.
- I may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.
- 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. Discussion Questions (12 x .25%; 3% of final grade)

Each week students should post one question on the course website, by **10:00 am on Wednesday**.

- Questions must address some aspect of the course readings
- Discussion questions or responses were well-connected to the content of the readings;

Discussion questions are credit/no credit. If they are posted on time and contain required content as noted above students will receive credit.

3. Response Papers (12 x 1%; 12% of final grade)

Each week students should prepare a short response paper based on the readings. The response paper should be posted on the class website **by 1 pm on Wednesday**.

All response papers should:

1. Highlight key contributions of each work; this should not be merely a restatement of the abstract. Consider why the work was published, and why it was assigned.
2. Highlight a limitation or criticism in one or more works, or the readings as a group (e.g. something left out, wrong, or that you disagree with).
3. Make connections among the readings; do not just discuss each text individually; explain how readings are related to each other.

Other requirements:

- All response papers should discuss all readings for the week, and be written in prose (not bullet points); and should not discuss other works beyond the course readings;
- Be 1 to 2 single-spaced pages (12-point font, 1-inch margins), not any longer;
- Late response papers will not be accepted.

Response papers are credit/no credit. If they are posted on time and contain required content as noted above students will receive credit.

4. Group Presentations (2 x 2.5%, 5% of final grade)

Students will work in small groups to present course material at the beginning of each session. Through this activity, students will improve their presentation skills and the ability to concisely analyze, categorize, and orally discuss work related to social identities. Presentation dates and groups will be set at the first meeting.

- Students should work together to develop *an integrated presentation*; do not just divide up the reading. The structure of the presentation should be based on substantive themes or theories, rather than just dividing works arbitrarily.
- Presentation should highlight key contributions and some criticisms, and should make connections between readings.
- Slides should include a *curated list* of approximately 5-6 short, edited discussion questions based on questions submitted by students and the presenters own questions.
- Presentations must include all assigned readings; should not be longer than 10 minutes; and should include slides (but no more than 5 maximum).
- Presenters should engage with the class and not simply read notes.
- Group presentation dates will be set at the first class meeting. Each student will participate in two (with 2-3 other students).
- **Slides should be uploaded to Canvas by 1:00 pm on Wednesdays.**

Presentation grading rubric

Content: Reasonable thematic organization of readings, innovative analysis, including highlighting key contributions and criticisms	3
Slides looked professional: not too much text, consistent and correct fonts, sizes, etc. and no errors. Images were appropriate and not distracting.	3
Discussion questions were well-curated: clear, not too long, not redundant	1
Delivery: Stayed within 10 minutes and presentation was engaging; made eye contact, did not read too much from notes or written text, clear and loud enough voice, etc. and all students spoke	3
	10

II. Measurement Assignments

5. CITI training (.05% 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.
- The grade for this assignment is pass/fail and it can be completed anytime **before February 10th, 10am**. Students receive credit if this is turned in on time. If you have already completed this training, you made submit earlier reports.

6. Measurement Assignments (3 x 7%, 21% of the 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. It may contain an experiment, but this is not required. Due: **February 17th, 10am**.
2. Content Analysis: Students should choose a source of digitized text of at least 2000 words total and use one of the publicly available content analysis websites to analyze some kind of identity-related content in the text. Due: **February 24th, 10am**.
3. Interviews: Students should design and carry out interviews with at least three people, using a set of questions developed in advance. Due: **March 2nd, 10am**.

Guidelines for all measurement assignments:

- Each assignment should be no more than 2 single-spaced pages (12 pt font, 1-inch margins), excluding tables and any extended quotations and the appendix
- Each assignment must include your name, 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.
 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. You can exclude extended quotations from the page count; they can be kept in the text, or 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:

Paper follows 5-part structure listed on syllabus. Measurement exercise meets requirements on number of respondents, number of questions, or amount of text. Appendix contains require content, tables, lists of questions, etc.	4
Each element demonstrates thoughtful effort; no typos or errors; correct citation of sources	1
The research question is clear and related to measurement of a social identity	1
Description of data is complete and clear	1
Discussion of the methods is clear and complete	1
Findings (the results of the data collection) are fully described and discussion of results is linked to the research question	2
	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.

III. Final Paper, Proposal, 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.

7. Initial Paper Ideas Survey, due February 3, 10:00 am (.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.

8. Paper Plan: due March 9th, 10:00 am, (10% of final grade):

- Include your name, the date, and a descriptive title
- Length: 2-3 single-spaced pages;
- 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).
 - a. Cite 6 academic sources from the course or outside course readings 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:

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.

9. Final Paper, due May 1st, 10:00 am (35% of final grade)

- Paper length should be approximately 20 double-spaced pages, excluding references and appendices; use 12-point font, 1-inch margins.
- Include a title page with your name, date, and a descriptive title.
- Use MLA parenthetical citations; References in text should include author and year, and page number if appropriate. Journal and book titles in bibliography should be italicized.
- Suggested minimum data collection:
 - a. Content Analysis: at least 4 long (30+ pages) documents (for comparison), or at least 50 short news articles
 - b. Survey: 7-10 questions, 75 responses
 - c. Interview: 1/2 hour long, 10 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 (3-4 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 (2-3 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 (8-10 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 (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 final papers:

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	1
The data sources are appropriate, and data collection meets minimum requirements	1
The methodology is appropriate to the research question and is adequately discussed	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.

10. Final Paper Presentations: Slides due April 29th, 12:30 pm (3% 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.

- Presentations will be in class on April 29; based on the number of papers, the amount of time will probably be 4-5 minutes
- Presentations should consist of 6 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 for final 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

Group Work:

Students may choose to work in groups of up to 3 students on the measurement exercises, the paper plan, the final paper, and the presentation. If you are interested in working in a group, indicate that on the initial survey.

- 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.
- 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.
- 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 me as soon as possible if you anticipate missing class.
2. Missing more than 3 classes will result in a one-half reduction of the final grade if make-up assignments are completed. If they are not completed, it will be a full grade reduction.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

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

OFFICIAL COURSE DESCRIPTION

Course Description from [the Guide](#):

Analyzes the concept of social identities with a focus on definition, comparison, and measurement. Explores a range of theories as well as methodological techniques for measurement. Examines classic works on race, ethnic, national, class, gender, and religious identities.

Requisites: Graduate or professional standing

Course Designations and Attributes: Seminar

Grad 50% - Counts toward 50% graduate coursework requirement

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

Credits: 3

How Credit Hours are met by the Course:

Traditional Carnegie Definition – This class meets for one 115-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 8 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

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

RULES, RIGHTS & RESPONSIBILITIES

See the Graduate School's [Academic Policies and Procedures](#)

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 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/>