Course Subject, Number and Title:
Political Science 814, Social Identities: Definition and Measurement

Credits: 3

Canvas Course URL: https://canvas.wisc.edu/courses/90768

Course Designations and Attributes: Seminar

Meeting Time and Location:
Spring 2018, Tuesdays 3:30PM - 5:25PM, North 422

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

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 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

INSTRUCTOR

Instructor Title and Name:
Yoshiko M. Herrera, Professor, Department of Political Science
https://faculty.polisci.wisc.edu/yherrera/

Instructor Availability:
Office hours: Wed. 3:30-5:00, 316 North Hall
Schedule appoints here: https://calendar.wisc.edu/scheduling-assistant/

Instructor Email/Preferred Contact:
yherrera@wisc.edu
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

Additional Course description:
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, and religion). 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 and discourse analysis, surveys and experiments, interviews and ethnography, 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.
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Course Readings and Assignments

Week 1
Tuesday, January 23:

Introduction to the course

Week 2
Tuesday, January 30:

Defining, measuring & comparing social identities


Week 3
Tuesday, February 6:

Censuses and Expert Datasets


Recommended:
Week 4  
Tuesday, February 13:  
**Surveys**


- Survey handouts (Canvas)

**CITI training due 10 am on Canvas**

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Week 5  
Tuesday, February 20:

**Content and Discourse Analysis**


- Wilson, Steven and Yoshiko Herrera. 2017. Content Analysis Review. Unpublished manuscript. (Canvas)

- Content analysis websites, yoshikoder.org and others, handout. (Canvas)

**Survey exercise due 10 am on Canvas**

Recommended:

Week 6
Tuesday, February 27:
Interviews and Ethnography


**Content Analysis exercise due 10 am on Canvas**

Week 7
Tuesday, March 6:
Ethnicity


**Interview exercise due 10 am on Canvas**
Week 8
Tuesday, March 13:

Race


• Coates, Ta-Nehisi. 2014. "The case for reparations." *The Atlantic* 313:5, 54-71. (Canvas)


Week 9
Tuesday, March 20:

National Identity


**Paper Proposal: Research Question & Methods; due 10:00 am on Canvas**
Week 10
Tuesday, April 3:

Religious Identity


Week 11
Tuesday, April 10:

Class


Week 12
Tuesday, April 17:

**Gender**


Week 13
Tuesday, April 24:

**Other Social Identities**

- One more reading, TBA

Week 14
Tuesday, May 1:

**Student Paper Presentations**

**Slides due by noon (12:00 pm) on Canvas**

May 8, Final Paper due at 11:00 am on Canvas
LEARNING OUTCOMES

Course Learning Outcomes:
Learning outcomes for this course correspond to three of the five Political Science Learning Outcomes:

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. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
3. Analyze relations among individuals, civil society, political institutions, and states.

This course will address several "essential learning outcomes" of the LEAP initiative (http://www.aacu.org/leap/vision.cfm). Students' knowledge of human cultures will be enhanced by their exploration of identity, politics, and society in other countries. The course assignments are aimed at developing intellectual and practical skills, including analysis, critical and creative thinking, written and oral communication. Finally, the connection between the methodological material and empirical work in the texts across countries is aimed at achieving an integrated learning experience.

GRADING

Summary of course requirements and grading (see details below)
1. Reading, discussion questions, and participation in class (6.67% x 3): 20%
2. Group presentations (5% x 3) 15%
3. CITI training and Measurement Assignments (1% + 8% x 3) 25%
4. Final paper (proposal 5%, presentation 5%, final paper 30%) 40%
Total: 100%

Grades are not curved
Grade scale follows UW Standard: https://canvas.wisc.edu/courses/86290/grading_standards
Failure in any of the four course components above will result in failure in the course overall.

Grading rubrics for specific assignments are listed below. Grading criteria are as follows:

A Meets or exceeds expectations in all criteria of the grading rubric
AB Meets expectations in all of the criteria of the rubric, exceeds in some
B Meets most expectations in criteria of the grading rubric
BC Does not meet expectations in some criteria of the grading rubric
C Does not meet expectations in several criteria of the grading rubric
D Does not meet expectations in most criteria of the grading rubric
F Did not turn in assignment
REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

- Required book: Vance, J.D. 2018. *Hillbilly Elegy*. Harper Paperbacks. This is the GoBigRead book; coupons for pick up will be distributed in class.
- 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

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

1. Discussion Questions and Class Participation:

   Participation
   - 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 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 and we will have small group discussions; 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.

   Discussion questions and responses:
   - Each week students should post one question and one response to another student's question on the course website, by 11:00 am on Tuesday.
   - Questions and replies must be related to the course readings.
   - Failure to post or reply to each week will result in a lowered DQ and participation grade.

   Discussion question and participation grades will be given 3 times during the semester, taking into account the previous few weeks of participation. Collectively this section is worth 20% of the final grade.

   Grading rubric for discussion questions and participation (three times, 6.67% each time):
   1. Attended class;
   2. Actively participated by asking questions and participating in group discussions;
   3. Seemed in command of readings and material; able to explain concepts to the class;
   4. Discussion questions or responses were well-connected to the content of the readings;
   5. Did not leave the room, arrive late, nor engage in non-course related work during class.
2. Group Presentations:
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. Each presentation is worth 5% of the final grade.

- Presentations should be modeled on the role of a discussant at a professional conference and should include some points from the reading as well as questions for discussion;
- 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;
- Presentations must include all assigned readings; should not be longer than 10 minutes; and they should include slides (but no more than 6 maximum);
- Presentations should take into account the discussion questions posted by other students;
- Presenters should engage with the class and not simply read notes.

Grading rubric group presentation & slides (5% total for each presentation):
1. Contains up to 6 slides that are well organized
2. Includes some discussion of all readings, such as key arguments, questions
3. Includes questions for discussion from presenters and also from students that have been posted to Canvas
4. Text on slides is adequate to convey points, but is not too wordy
5. Visual images, if included (not required), are relevant and helpful in conveying points
6. Style is consistent on all slides; no typos
7. Speakers address audience, makes eye contact consistently, keeps audience engaged
8. All members of group participate equally in the presentation
9. Presentation is within the 10-minute time limit

3. CITI training and Measurement Assignments
CITI training (due February 13th, 10 am on canvas):
- 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 13th, 10am. It is worth 1% if turned in on time.
Measurement Assignments

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. Each measurement assignment is worth 8% of the final grade.

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 20th, 10am.

2. **Content Analysis**: Students should choose (1) a source of digitized text of at least 2000 words total and (2) one of the publicly available content analysis websites, and then analyze some kind of identity-related content in the text. Due: February 27th, 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 6th, 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
- All assignments due to Canvas on due date by 10 am.
- 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 is the difference between national identity and 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.

The grading rubric for the measurement assignments (8% total for each assignment):

1. Measurement exercise meets requirement on number of respondents, number of questions, or amount of text.
2. Research question is clear and well-connected to course objectives and readings
3. Survey or Interview questions, or content-analysis dictionary is connected to research question
4. Discussion of the methods (what was done to collect data) is clear and complete
5. Findings (the results of the data collection) are fully described
6. Discussion of results is linked to the research question, i.e. provides and answer to the question
7. Appendix contains require content, tables, lists of questions, etc.
8. Paper follows 5-part structure listed on syllabus.
9. No typos or errors
10. Correct citation of sources
11. Turned in on time; late papers will be marked down one grade if not posted by 10am on due date, two grades down if not posted within 2 days.

4. **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. The final paper, proposal, and presentation are worth 40% of the final grade.

**Paper Proposal: Research Question & Methods, due March 20th, 10:00 am**

- Include your name, the date, and a descriptive title
- Length: 1 to 2 single-spaced pages
- Include the following five numbered sections:
  1. A clear research question related to measurement of social identities e.g. How often to state legislators discuss race or ethnicity on their websites? How diverse is the UW campus? Which identity, race or gender, is more important for foreign students on campus? Does having a strong ethnic identity make people less patriotic? How to minority students view majority students, and vice versa? What does it mean to be a conservative? How do different identity groups view police? In some cases the question will require clarification, e.g. what is meant by "diversity" or which "identity groups" are being considered.
  2. Provide a definition of identity in your research question, based on course readings or other sources
  3. Discuss some preliminary hypotheses (answers to the question). These should be numbered and take the form of possible answers to your research question. They
should be based on course readings or other published literature that you are aware of, but it's fine to be speculative at this point.

4. Describe which methodology (content analysis, survey, or interviews), based on the course readings and measurement exercises, that you plan to use.

5. Describe the main type of data sources that you plan to use (which digitized texts or what people you plan to survey or interview).

6. Indicate whether or not you are interested in working in a group, and if so, who you plan to work with.

Grading rubric for the Paper Proposal (5% of the final grade):
1. The structure noted above is followed and includes all elements
2. Each element demonstrates thoughtful effort
3. No typos or errors
4. Correct citation of sources
5. Turned in on time; late papers will be marked down one grade if not posted by 10am on due date, two grades down if not posted within 2 days.

Final Paper Presentations: Slides due May 1st, 12:00 pm
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 May 2nd; slides are due by 12:00 pm that day; based on the number of paper, 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
  3. Hypotheses (possible explanations)
  4. Evidence 1: Method description (how CA, Survey, or Interviews were done)
  5. Evidence 2: Results
  6. Conclusions
- Slides should use consistent style.
- You may add images or other relevant visual design elements.

Grading rubric final presentation & slides (5% of the final grade):
1. Contains 6 slides as noted above
2. Text is adequate to convey points, but is not too wordy
3. Visual images are relevant and helpful in conveying points
4. Style is consistent on all slides
5. No typos or style errors
6. Speaker addresses audience, makes eye contact consistently, keeps audience engaged
7. Presentation is within the time limit
8. Slides turned in on time

Final Paper, due May 8th, 11:00 am:
- Paper length should be approximately 20 double-spaced pages, excluding references and appendices; use 12-point font, 1-inch margins.
- 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, 15 people

- 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.
- Include a title page with your name, date, and a descriptive title; use appropriate style for the title page.
- 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 (1-2 pp.)
  2. Theoretical section (3-4 pp.): should contain:
     a. Definition of identity, based on course readings or other sources
     b. Summary of possible different explanations (these are the theories or hypotheses that might answer the 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) each the hypotheses (answers to the 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 final papers (30% of the final grade):

1. Clear and well-motivated research question related to course content
2. Clear definition of identity that is being studied
3. Comprehensive discussion of explanations from existing literature
4. Use of at least 6 academic sources, and citation of course readings where appropriate
5. Clear discussion of methods used in paper
6. Data collection meets minimum requirements
7. Good analysis of evidence for different hypotheses based on collected data & findings
8. Proper citation of sources
9. Appendix contains required material
10. Follows structure set out on syllabus, and includes title and sub-headings
11. Good word choice and tone
12. No typos or errors
13. Within the page limit

HOMEWORK & OTHER ASSIGNMENTS
See above
OTHER COURSE INFORMATION:

Group Work:
Students may choose to work in groups of up to 3 students on the final paper. If you choose to work in a group:
- For the Paper Proposal, add an additional section to discuss how work will be divided by each student
- One measurement technique per person 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 mostly in the data section (to discuss the additional data collection).
- 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. Make-up policy for excused absences: Missed quizzes can be made up by writing a response paper on the readings. The response paper should be two single-spaced pages and discuss all of the assigned readings in terms of the central arguments as well as provide some commentary from you on these arguments. The make-up assignment is due one week after the missed class.
3. 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.

RULES, RIGHTS & RESPONSIBILITIES
See the Guide’s to 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](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/](https://diversity.wisc.edu/)