

# HURON UNIVERSITY COLLEGE

## POLITICS 3304F

Fall 2017

### POLITICAL IDENTITIES

**Instructor:** Dr. Paul W. Nesbitt-Larking (A301) (519) 438-7224 ext. 286  
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**Classes:** Wednesday 18:00 – 20:00 (W103)

**Office Hours:** Monday 16:00 – 17:00; Wednesday, 16:00 – 17:00

#### **Course Description:**

The formation of political identities is explored in the context of cultures, ideologies, discourses, and narratives in a globalizing world. Investigating citizenship, political participation, engagement in social movements and political protest, this seminar course focuses on hybrid, fragmented, and multiple identities and their political consequences, notably attempts to construct singular identities.

**Prerequisite(s):** Political Science 1020E plus 1.0 course in Political Science at the 2200 level, or permission of the department.

#### **Learning Outcomes:**

(a) Evidence of the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, grounded in reading and research into political identities, both the required course content and additional readings;

(b) Demonstration, orally and in writing, of a knowledge and critical understanding of the core concepts, theories, and methodologies related to the study of political identities in both the required course content and additional readings;

(c) Across a range of oral and written assignments, evidence of the ability to review, present, and critically evaluate qualitative and quantitative information derived from reading and research into political identities, both the required course content and additional readings;

(d) Through the completion of the Journal assignment, a record of critical reflections on personal political identity;

(e) Completion of a Course Essay demonstrating advanced critical skills in exposition, analysis, and integration of a broad range of materials related to a major subtheme in the study of political identities

**Assigned Readings:**

Paul Nesbitt-Larking, Catarina Kinnvall, and Tereza Capelos (Eds.), *The Palgrave Handbook of Global Political Psychology* (London: Palgrave Macmillan, 2014).

Paul Nesbitt-Larking, *Strategies of the Self: Studies in Political Identity*. Unpublished.

The *Palgrave Handbook* is available from the Western bookstore, and *Strategies of the Self* will be available on OWL. Other required readings are available on OWL.

Supplementary Readings (listed below) are not required, but are available on the OWL site. They can be used for supplementing the required readings and for course essays.

**Assessment and Due dates:**

1. Participation. Ongoing assessment of the quantity and quality of student participation and background preparation: **15 per cent**
2. Seminar Leadership. Each student will co-facilitate a seminar: **5 per cent**
3. Journal (due in class, November 15, 2017) **15 percent**
4. Course Essay. An assigned essay (due in class last class, December 6, 2017): **35 per cent**
5. Weekly Quiz on assigned readings. **30 per cent**

**Course notes:**

**Submitting Work**

Written assignments must be handed to the instructor directly or placed in the essay drop-off box in the College's Administrative wing (outside Room A116).

### **What Grades Mean**

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

A+ 90-100% One could scarcely expect better from a student at this level

A 80-89% Superior work which is clearly above average

B 70-79% Good work, meeting all requirements, and eminently satisfactory

C 60-69% Competent work, meeting requirements

D 50-59% Fair work, minimally acceptable

F below 50% Fail

### **Attendance**

You are *strongly* advised not to miss any class meetings. Important material, detailed instructions, information and insights on course themes, assessment, written work, course objectives and other essential matters will be presented in these hours. Additionally, most classes will include a quiz. Consequently missed classes will result in missed grades.

### **Weekly sessions:**

#### **September 13, 2017. Introduction to the Course**

Reading:

*Strategies of the Self*, Chapter 1, "Political Identities."

#### **September 20, 2017. Political Identities?**

Reading:

*Palgrave Handbook*, Chapter 3, "Social Identity Theory and Self-Categorization Theory"; and Chapter 21, "The Culture of Conflict and Its Routinization."

*Strategies of the Self*, Chapter 2, "Categorization, Identification, Comparison."

#### **September 27, 2017. The Stories We Tell**

Reading:

*Palgrave Handbook*, Chapter 5, "Methodological Approaches in Political Psychology: Discourse and Narrative"; and Chapter 20, "Narrating Moments of Political Change."

*Strategies of the Self*, Chapter 3, "The Stories We Tell."

**October 4, 2017. Nationalisms and the Politics of Self and Other**

Reading:

*Palgrave Handbook*, Chapter 10, “ ‘Do Terrorists Have Goatee Beards?’ Contemporary Understandings of Terrorism and the Terrorist”; and Chapter 14, “Group-Focused Enmity: Prevalence, Correlations and Causes of Prejudices in Europe.”

*Strategies of the Self*, Chapter 4, “Identity, Self and Nation.”

**October 18, 2017. Borders and Intersections**

Reading:

*Palgrave Handbook*, Chapter 11, “Gender, Race and Ethnic Relations”; Chapter 15, “Political Psychology of European Integration”; and Chapter 16, “Migration and Multiculturalism.”

*Strategies of the Self*, Chapter 5, “Borders and Intersections.”

**October 25, 2017. Political Correctness and Political Identity**

N. Fairclough. ‘Political Correctness’: The Politics of Culture and Language. *Discourse and Society*, 14(1), 17-28.

*Strategies of the Self*, Chapter 6, “Political Correctness and Political Identity”

**November 1, 2017 The Mobilization of Political Identities**

Reading:

*Palgrave Handbook*, Chapter 13, “Political Emotions”; and Chapter 23, “Political Socialization and Social Movements: Escaping the Political Past?”

*Strategies of the Self*, Chapter 7, “The Mobilization of Political Identities”

**November 8, 2017. Misrecognition and the Denial of Identity**

Reading:

*Palgrave Handbook*, Chapter 2, “Social Representations and the Politics of Participation”; and Chapter 9, “Conflict Analysis and International Relations.”

*Strategies of the Self*, Chapter 8, “Misrecognition and the Denial of Identity”

**November 15, 2017. Leaders, Followers and Entrepreneurs of Identity**

Reading:

*Palgrave Handbook*, Chapter 18, "Fear, Insecurity and the (Re)Emergence of the Far Right in Europe."

*Strategies of the Self*, Chapter 9, "Leaders, Followers, and Entrepreneurs of Identity"

- **Journal Due in Class**

**November 22, 2017. Identity Strategies**

Reading:

*Palgrave Handbook*, Chapter 19, "A Political Psychology of Conflict: The Case of Northern Ireland."

*Strategies of the Self*, Chapter 10, "Identity Strategies"

**November 29, 2017. Postcolonial Identities**

Reading:

*Palgrave Handbook*, Chapter 4, "Psychoanalysis as Political Psychology"; and Chapter 8, "Lessons from the Postcolony: Frantz Fanon, Psychoanalysis and a Psychology of Political Critique."

*Strategies of the Self*, Chapter 11, "Postcolonial Identities"

**December 6, 2017. Global and Cosmopolitical Identities**

Reading:

*Palgrave Handbook*, Chapter 6, "Dialogical Approaches to Psychology and Ethics"; and Chapter 22, "Narrative Constructions of Conflict and Coexistence: The Case of Bosnia-Herzegovina."

*Strategies of the Self*, Chapter 12, "Global and Cosmopolitical Identities"

- **Essay Due in Class**

## Supplementary Readings

- M. Andrews. (2003). Grand National Narratives and the Project of Truth Commissions: A Comparative Analysis. *Media, Culture & Society* 25: 45–65.
- D. Archibugi. (2000). Cosmopolitical Democracy. *New Left Review*, 4, 137-150.
- Z. Bauman. (2011). Migration and Identities in the Globalized World. *Philosophy and Social Criticism* 37(4) 425–435.
- C. Dwyer. (2000). Negotiating Diasporic Identities: Young British South Asian Muslim Women. *Women's Studies International Forum*, 23(4), 475–486.
- N. Fraser. (2001). Recognition Without Ethics? *Theory, Culture, and Society*, 18(2-3), 21-42.
- P. Gilroy. (2006). Multiculture in Times of War: An Inaugural Lecture Given at the London School of Economics. *Critical Quarterly*, 48(4), 27-45.
- P.L. Hammack. (2008). Narrative and the Cultural Psychology of Identity. *Personality and Social Psychology Review*, 12(3), 222-247.
- P.L. Hammack and B.J. Cohler. (2011). Narrative, Identity, and the Politics of Exclusion: Social Change and the Gay and Lesbian Life Course. *Sexual Research and Social Policy* 8, 162–182.
- S.A. Haslam and S. Reicher. (2007). Identity Entrepreneurship and the Consequences of Identity Failure: The Dynamics of Leadership in the BBC Prison Study. *Social Psychology Quarterly*, 70(2), 125-147.
- N. Hopkins and L. Blackwood. (2011). Everyday Citizenship: Identity and Recognition. *Journal of Community and Applied Social Psychology* 21, 215-227.
- V. Kahani-Hopkins and N. Hopkins. (2002). 'Representing' British Muslims: The Strategic Dimension to Identity Construction. *Ethnic and Racial Studies*, 25(2), 288–309.
- C. Kinnvall and P. Nesbitt-Larking. (2011). Citizenship Regimes and Identity Strategies Among Young Muslims in Europe. In A.E. Azzi, X. Chryssouchoou, B. Klandermans, and B. Simon, eds., *Identity and Participation in Culturally Diverse Societies* (pp.195-219) Oxford: Wiley Blackwell.
- R. Muir and M. Wetherell. (2010). *Identity, Politics, and Public Policy*. London: Institute for Public Policy Research.

- K.R. Monroe, J. Hankin, and R. Bukovchik van Vechten. (2000). The Psychological Foundations of Identity Politics. *Annual Review of Political Science*, 3, 419-447.
- S. Reicher. (2004). The Context of Social Identity: Domination, Resistance, and Change. *Political Psychology*, 25(6), 921-945.
- S. Reicher, N. Hopkins, M. Levine, and R. Rath. (2005). Entrepreneurs of Hate and Entrepreneurs of Solidarity: Social Identity as a Basis for Mass Communication. *International Review of the Red Cross*, 87(860), 621-637.
- M. Skey. (2010). 'A Sense of Where You Belong in the World': National Belonging, Ontological Security and the Status of the Ethnic Majority in England. *Nations and Nationalism*, 16(4), 715-733.
- P. Turner Strong. (2004). The Mascot Slot: Cultural Citizenship, Political Correctness, and Pseudo-Indian Sports Symbols. *Journal of Sport and Social Issues*, 28(1), 79-87.
- N. Yuval-Davis. (2006). Intersectionality and Feminist Politics. *European Journal of Women's Studies* 13(3): 193–209.
- N. Yuval-Davis. (2010). Theorizing Identity: Beyond the 'us' and 'them' Dichotomy. *Patterns of Prejudice* 44(3), 261-280.
- N. Yuval-Davis, F. Anthias and E. Kofman (2005). Secure Borders and Safe Haven and the Gendered Politics of Belonging: Beyond Social Cohesion. *Ethnic and Racial Studies* 28 (3), 513-535.



## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

**(a) Medical Grounds for assignments worth 10% or more of final grade:  
Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any

other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;

Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);  
Unauthorized resubmission of course work to a different course;

Helping someone else cheat;  
Unauthorized collaboration;  
Fabrication of results or sources;  
Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>