



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
INTP 448 Identity and World Politics**

**TRIMESTER 1 AND 2 2013**  
4 March to 17 November 2013

**Trimester dates**

Trimester dates: 4 March to 17 November 2013  
Teaching dates: 4 March to 18 October 2013  
Easter break: 28 March to 3 April 2013  
Mid-trimester break 1/3: 22–28 April 2013  
Mid-year break: 4–14 July 2013  
Mid-trimester break 2/3: 26 August to 8 September 2013  
Study week: 21–25 October 2013  
Examination/Assessment Period: 25 October to 16 November 2013

**Please note:** If you enrol in this course you must be able to attend an examination at the University at any time during the Trimester 2 exam period, 25 October – 16 November 2013.

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Name and contact details**

Course Coordinator: Dr Fiona Barker  
Room No.: Murphy 538  
Email: [fiona.barker@vuw.ac.nz](mailto:fiona.barker@vuw.ac.nz)  
Office hours: Tuesday 11:00 am – 12:00 noon

**Class time and locations**

Can be found on the Victoria website at:  
<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue>  
It is advisable to check the above for any changes to the timetable programme.

**Seminar Time:** Tuesday 09:00 – 10:50 am  
**Seminar Venue:** Murphy 404

### **Teaching/learning summary**

This course has one seminar per week. The seminar is scheduled for two hours and will involve analysis of readings, class discussion, preparation of reading summaries and student presentations. Students are expected to participate actively in class discussion, as well as in giving, and providing feedback on, presentations.

### **Communication of additional information**

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

### **Course prescription**

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

### **Course content**

The concept of identity has grown in importance in the social sciences both as an explanatory variable and as an independent subject of analysis. This course introduces concepts, theories and empirical research on the role of individual and collective identities in political life. It first surveys different concepts of identity, as well as psychological and sociological theories of individual and collective identity formation, and methods of measuring identity in politics. It then examines instrumentalist, structuralist and institutional theories of what shapes linguistic and ethnic identities, and analyses the formation and deployment of national identities both domestically and in world politics. When do identities become politicised and with what effects? The latter part of the course focuses on the role of norms and socialisation for state behaviour in international relations, and considers the consequences of identities and identity politics for political and economic outcomes across the world.

### **Learning objectives**

Students passing the course should be able to:

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

### **Graduate attributes**

As with all Political Science and International Relations courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of logical and critical thinking, conceptual analysis and rational and ethical decision-making. For more details

please consult our website <http://www.victoria.ac.nz/hppi/about/overview-of-the-school/psir-overview#grad-attributes>

### Expected workload

In accordance with the Faculty Guidelines, this course has been constructed on the assumption that students will devote a total of 300 hours to INTP 448, including two hours of seminars per week. Over the 24 teaching weeks of the academic year, that is an average of 12.5 hours per week.

### Group work

There is no assessed group work as part of this course. However, active participation in group discussions and collaboration in analysis of the readings is expected.

### Readings

There is no set text for INTP 448. All required readings for the course will be made available via E-Reserves from the VUW Library. Further information on how to access these readings is available on the VUW Library website and will be given in the first seminar and on the course Blackboard page.

### Assessment requirements

|   | Assessment   | Date due              | % of total course mark | Course Learning Objectives |
|---|--|-----------------------|------------------------|----------------------------|
| 1 | Research proposal (up to 5 pages)                      | 5pm, May 10           | 10                     | 5                          |
| 2 | Issues paper (1-2 pages) and presentation (15 minutes) | TBA Tri 1             | 10                     | 1, 2, 3                    |
| 3 | Research presentation (15 minutes)                     | TBA Tri 2             | 10                     | 5                          |
| 4 | Research paper (7 000 - 8 000 words)                   | 5pm, October 18       | 40                     | 1, 2, 3, 4, 5              |
| 5 | Final examination (2 hours, closed book)               | TBA (25 Oct – 16 Nov) | 30                     | 1, 2, 3, 4                 |

The **research proposal** is due by 5pm on Friday, May 10. The proposal is the first stage of preparation for the research paper due on October 18. You will formulate your own research question related to some aspect of the course themes and content. The proposal presents the research question, outlines the project, and discusses research methods. A bibliography should be included. Research proposal guidelines are included at the end of this Course Outline.

During Trimester 1 you are required to give a 15 minute **presentation** and write a brief **issues paper** related to the course readings one week. The presentation should briefly outline the main arguments and/or evidence of the authors, then offer a critique and analysis of the readings, and suggest questions for class discussion. The presentation should be accompanied by a brief issues paper that elaborates on your presentation. Neither the presentation nor the issues paper should merely consist of a summary of the readings; rather, the task is to identify

the core arguments and then analyse them. Presentation and issues paper guidelines are included at the end of this Course Outline.

During Trimester 2 you are required to give a **work-in-progress presentation** on your research project. This is worth 10% of your total course grade. The research presentation offers an important opportunity to present to your colleagues your research thus far and to gain important feedback as you complete the research and write the research paper. You will also be required to act as **discussant on another student's research presentation**, to give them feedback and constructive critique. This task is a mandatory course requirement, but will not be assessed. Together, these tasks are designed to foster collaborative learning and to introduce you to key elements of academic research. Guidelines on these tasks will be made available on Blackboard by the end of Trimester 1.

The research paper is due by **5pm, Friday October 18**. It should be 7 000 - 8,000 words in length, including footnotes. Please read carefully the Penalties provisions outlined below. The research paper assesses students' ability to research in-depth and critically analyse key questions on a topic related to core course themes.

A **final two-hour examination** will take place during the official examination period (25 October to 16 November 2013). The examination will assess your understanding of the key concepts and theories covered in the course readings, and your ability to critically evaluate theoretical arguments in the context of particular empirical cases. It will also draw on themes and discussion that arise during the research presentations in the second trimester.

### **Penalties**

#### Research proposal:

Students will be penalised for late submission of the research proposal—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. Extensions will be granted only in extraordinary circumstances and require appropriate documentation (e.g. presentation of a medical certificate).

#### Research paper:

There is a uniform deadline for the final submission of Honours research papers in Political Science and International Relations. This deadline is adhered to firmly. Extensions are granted in exceptional circumstances only, under the conditions stipulated in Victoria University's aegrotat regulations, and extensions must be approved by the Honours Coordinator (Dr Kate McMillan) in advance of the deadline. **In 2013 the deadline for Research Papers is 5.00 pm, Friday 18 October. Work not submitted by this deadline will not be taken into consideration when determining final results.**

### **Mandatory course requirements**

To gain a pass in INTP 448 each student must:

- Make a presentation on the weekly readings and submit an issues paper.
- Give a presentation of their own research.
- Act as discussant on another students' research presentation.
- Submit the research proposal and research paper on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Sit the final examination

- Attend at least 13 out of 18 class meetings (excluding sessions where you are excused for valid reasons, e.g. medical certificate)

### **Submission of work**

The **research proposal** and **research paper** must be submitted **both** in **hard copy** to the INTP 448 box outside the PSIR Programme office on Murphy 5th Floor, with the PSIR Programme cover sheet attached, **and electronically** to the INTP 448 Blackboard page. Further instructions will be provided about uploading the documents to Blackboard. The **issues paper** must be submitted in class at the time of the presentation of the readings **and** emailed to the course co-ordinator the same day.

### **Return of marked course work**

The research proposal will be graded and comments returned by the end of Trimester 1, so as to enable students to work on the research paper during the mid-year break. The grades and comments for your issues paper, readings presentation and research presentation will be made available once all students have completed the task. The research paper can be returned only after all Honours paper and exams have been graded and moderated externally. Marked pieces of work can be collected in class, from my office during office hours or by appointment.

### **Class representative**

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Academic integrity and plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).

## READING LIST

### *INTP 448: IDENTITY AND WORLD POLITICS*

#### **Week 1 (March 12): First meeting and course planning**

Please have a look at the following reading in advance:

Baldwin, J. (1964) "Stranger in the Village", in *Notes of a Native Son*. London: Michael Joseph. Available online at:

<http://pantherfile.uwm.edu/gjay/www/Whiteness/stranger.htm>

#### **Week 2 (March 19): What is identity? Does it matter and why?**

##### **Required:**

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

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

Jenkins, R. (2008) *Social Identity* (3<sup>rd</sup> ed.). London: Routledge, pp. 1-15.

Brubaker, R. and F. Cooper (2000) "Beyond 'identity'", *Theory and Society* 29: 1, 1-47  
**[You only need to read pp. 1-21, 34-36.]**

##### **Suggested:**

Brewer, M. (2001) "The many faces of social identity: implications for political psychology", *Political Psychology* 22: 1, 115-125.

Ellemers, N., R. Spears, and B. Doosje (eds.) (1999) *Social Identity: Context, Commitment, Content*. Wiley-Blackwell.

Burke, P. and J. Stets (2009) *Identity Theory*. New York, NY: Oxford University Press.

#### **Week 3 (March 26): Concept and types of identity**

##### **Required:**

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

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

Roediger, D. (1999) *The Wages of Whiteness: Race and the Making of the American Working Class*. London: Verso, 133-163 (Chap. 7).

##### **Suggested:**

Hale, Henry, (2004) "Explaining ethnicity", *Comparative Political Studies*, 37: 4, 458-485.

[On class, race and their interaction] Lamont, M. (2000) *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Cambridge, MA: Harvard University Press.

[On language identity] Bucholtz, M. and K. Hall (2005) "Identity and interaction: a sociocultural linguistic approach", *Discourse Studies* 7: 4-5, 585-614.

[On language, class] Doran, M. (2004) “Negotiating between *Bourge* and *Racaille*: Verlan as youth identity practice in suburban Paris”, in A. Pavlenko and A. Blackledge (eds.) *Negotiation of Identities in Multilingual Contexts*. Clevedon: Multilingual Matters, 93-124.

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

#### **Week 4 (April 9): Identity choice and change – cultural and material interest accounts.**

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

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

Fearon, J. And D. Laitin (2000) “Review: Violence and the Social Construction of Ethnic Identity”, *International Organization* 54: 4, 845-877.

#### **Suggested:**

Sen, A. (2008) “Violence, identity and poverty”, *Journal of Peace Research*. 45: 1, 5-15.

Geertz, C. (1973) *The Interpretation of Cultures*. New York: Basic Books, 255-277.

Taylor, C. (1992) “The politics of recognition”, in A. Guttman (ed.) *Multiculturalism and “The Politics of Recognition”*. Princeton, NJ: Princeton University Press.

#### **Week 5 (April 16): Identity choice and change – structural and institutional accounts**

#### **Required:**

Laitin, D. (1998) *Identity in Formation*. Ithaca, NY: Cornell University Press, pp. 3-24.

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

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

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

#### **Suggested:**

Waters, M. (1999) *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge, MA: Harvard University Press, pp. 44-93 (Chaps. 2 & 3).

Yashar, D. (1998) “Contesting citizenship: indigenous movements and democracy in Latin America”, *Comparative Politics* 31: 1, 23-42.

#### **APRIL 23 [EASTER BREAK – NO CLASS]**



## **Week 6 (April 30): Identity as a variable – questions of measurement and method**

### **Required:**

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

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

### **Suggested:**

Abdelal, R., Y. Herrera, A. I. Johnston and R. McDermott (eds.) (2009) *Measuring Identity: a Guide for Social Scientists*. New York: Cambridge University Press.

Smith, Rogers M. (2004) “Identities, interests, and the future of political science”, *Perspectives on Politics* 2: 2, 301-312.

[On operationalising religion/religious identity:] Fox, J. (2007) *A World Survey of Religion and the State*. Cambridge: Cambridge University Press, pp. 32-61.

## **Week 7 (May 7): National identity – domestic construction**

### **Required:**

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

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

*Then, read one of (or read both if you're feeling keen!):*

[National identity as a dependent variable]

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

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

### **Suggested:**

Gellner, E. (1983) *Nations and Nationalism*

Anderson, B. (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

[Definitions and concepts of national identity.] Mandler, P. (2006) “What is ‘national identity’? Definitions and applications in modern British historiography”, *Modern Intellectual History* 3: 2, 271-297.

[Case study of ethnicity vs national identity.] McCrone, D. (2002) “Who do you say you are?”, *Ethnicities* 2: 3, 301-320.

[On language and national identity.] Simpson, A. (2008) “Introduction”, in A. Simpson (ed.), *Language and National Identity in Africa*. Oxford: Oxford University Press, 1-25.

[On citizenship, nationhood and state identity.] Joppke, C. (2010) *Citizenship and Immigration*. Cambridge: Polity Press, pp. 145-172.

[On religion and national identity.] Bruce, S. (2003) *Politics and Religion*. Cambridge: Polity Press, pp. 41-93.

[On religion and national identity.] Zubrzycki, G. (2006) *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*. Chicago, IL: University of Chicago Press.

## **Week 8 (May 14): (Nation-)state identity in international politics**

### **Required:**

Jepperson, R., A. Wendt, and P. Katzenstein (1996) "Norms, identity and culture in national security", in P. Katzenstein (ed.) *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press, 33-75.

Hymans, J. (2000) "Isotopes and identity: Australia and the nuclear weapons option, 1949-1999", *The Nonproliferation Review* 7: 1, 1-23.

van Ham, P. (2001) "The rise of the brand state: the postmodern politics of image and reputation", *Foreign Affairs* 80: 5, 2-6.

### **Recommended:**

[Constructivist IR theories of state behaviour]

Wendt, A. (1992) "Anarchy is what states make of it: the social construction of power politics", *International Organization* 46: 2, 391-425.

Barnett, M. (2008) "Social constructivism", in Baylis, J., S. Smith and P. Owens (eds.), *The Globalization of World Politics* (4<sup>th</sup> ed.). Oxford: OUP.

Hopf, T. (2002) *The Social Construction of International Politics: Identities and Foreign Policies*. Ithaca, NY: Cornell University Press, 23-38.

Abdelal, R., M. Blyth, and C. Parsons (eds.) (2010) *Constructing the International Economy*. Ithaca, NY: Cornell University Press.

[Readings on norms in IR]

Finnemore, M. And K. Sikkink (1998) "International norm dynamics and political change", *International Organization* 54: 2, 887-917.

Checkel, J. (2001) "Why comply? Social learning and European identity change", *International Organization* 55: 3, 553-588

Checkel, J. (1999) "Norms, institutions, and national identity in contemporary Europe", *International Studies Quarterly* 43, 83-114.

Kelley, J. (2004) "International actors on the domestic scene: membership conditionality and socialization by international institutions", *International Organization* 58: 3, 425-457.

## **Week 9 (May 21): Religion and religious identity as variables in Comparative Politics and International Relations**

### **Required:**

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

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

**Suggested:**

Fox, J. (2007) *A World Survey of Religion and the State*. Cambridge: Cambridge University Press.

Philpott, D. (2007) "Explaining the political ambivalence of religion", *American Political Science Review* 101: 3, 505-525.

Weber, Max (2002) *The Protestant Ethic and The Spirit of Capitalism* (transl. Stephen Kalberg). Oxford: Blackwell. (Penguin Books, 2002)

**Week 10 (May 28): Studying religion and politics empirically**

**Required:**

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

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

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

**Suggested:**

[*On secularization and political behaviour.*]

Norris, P. and R. Inglehart (2004) *Sacred and Secular: Religion and Politics Worldwide*. Cambridge: Cambridge University Press, pp. 3-32.

Inglehart, R. (2006) "Is There a Global Resurgence of Religion?", Pew Forum, Washington D.C. May 8, 2006. Online at: <http://pewforum.org/Politics-and-Elections/Is-There-a-Global-Resurgence-of-Religion.aspx>

[*On religion and national identity.*]

Bruce, S. (2003) *Politics and Religion*. Cambridge: Polity Press, pp. 41-93.

Zubrzycki, G. (2006) *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*. Chicago, IL: University of Chicago Press.

Altinordu, A. (2010) "The politicization of religion: political Catholicism and political Islam in comparative perspective", *Politics and Society* 38: 4, 517-551.

**Week 11 (June 4): Sport, globalization and national identity**

**Required:**

Ward, T. (2009) "Sport and national identity", *Soccer and Society* 10: 5, 518-531.

Lee, N, S. Jackson and K. Lee (2007) “South Korea’s ‘Glocal’ hero: the Hiddink Syndrome and the rearticulation of national citizenship and identity”, *Sociology of Sport* 24: 283-301

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

### **Suggested:**

Levermore, R. (2004) “Sport’s role in constructing the ‘inter-state’ worldview, in Levermore, R. and A. Budd (eds) *Sport and International Relations: and Emerging Relationship*. London: Routledge.

Special Issue: “Sport and Foreign Policy in a Globalizing World”, *Sport in Society* 11: 4, 2008.

Ndlovu, Sifiso Mxolisi (2010) “Sports as cultural diplomacy: the 2010 FIFA World Cup in South Africa’s foreign policy”, *Soccer and Society* 11: 1, 144-153.

## **MID-YEAR BREAK**

### **Trimester 2**

**Week 1 (July 16):** Discussion of research design, research plans

**Week 2 (July 23):** Student presentations.

**Week 3 (July 30):** Student presentations.

**Week 4 (Aug 6):** Student presentations.

**Week 5 (Aug 13):** Student presentations.

**Week 6 (Aug 20):** Student presentations.

## **MID-TRIMESTER BREAK**

**Week 7 (Sept 10):** Student presentations.

**September 17:** Class suspended. Students work on their research essays.

**October 18 (Friday):** Research Paper due.

**October 22 (Tuesday):** Revision session for examination (**optional**)

### **Other Useful Resources**

Below are some online resources – relevant academic journals and websites – that you may find useful in your research:

Journals (VUW access):

*Identity: An International Journal of Theory and Research*

*Local-Global: Identity, Security, Community*

*National identities*

*Social identities*

*Religion, State and Society*

*Sociology of Religion*

*Culture, Sport, Society*

*Tourism, Culture & Communication*

*International Journal of Politics, Culture, and Society*

*Nationalism & ethnic politics*

*Nations and nationalism*

*Studies in ethnicity and nationalism*

*Ethnic and racial studies*

*Journal of ethnic and migration studies*

*Citizenship Studies*

*International Organization*

*World Politics*

Websites:

Society for Research on Identity Formation: <http://www.identitysrif.org/>

The Nationalism Project: <http://www.nationalismproject.org/index.htm>

Centre for Comparative Studies in Race and Ethnicity (CCSRE): <http://ccsre.stanford.edu/>

Centre for research on National Identity (Otago University): <http://www.otago.ac.nz/crni/>

Identity Politics (Stanford Encyclopaedia of Philosophy):

<http://plato.stanford.edu/entries/identity-politics/>

## INTP448: IDENTITY AND WORLD POLITICS 2013

### Research Paper Proposal – Guidelines

**Due:** 5pm, Friday May 10, 2013

**Worth:** 10% of final grade

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

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

This proposal serves as the first stage of preparation for the research paper due on Friday, October 18. I will give you written feedback on the proposal, so the more thought you put into the proposal, the more likely you are to get feedback that helps you in your research project!

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

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

### Elements of the Research Proposal

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

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

## INTP448: IDENTITY AND WORLD POLITICS 2013

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

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

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

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

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



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