



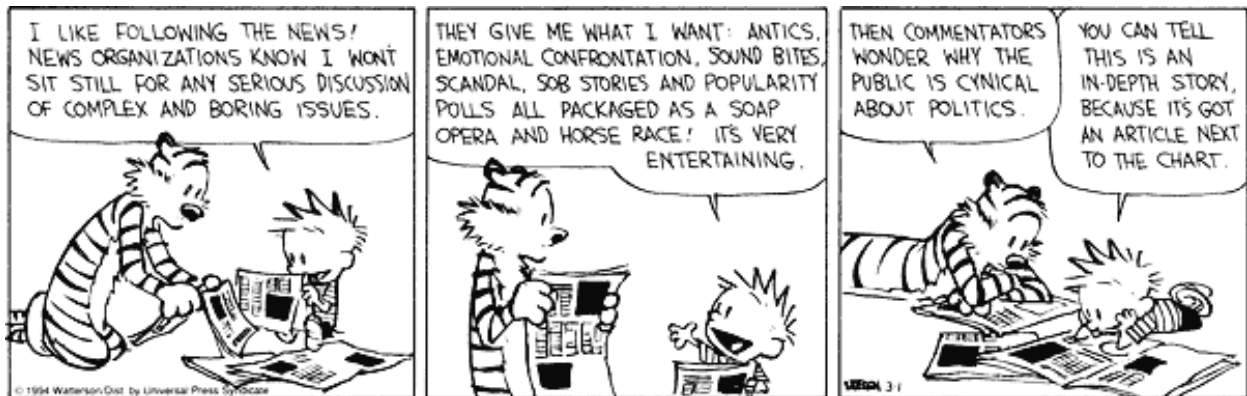
**London
South Bank
University**

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Module Guide

Introduction to Political Theory

DSS_4_IPT



Division of Social Sciences

Level 4

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1) MODULE DETAILS

Module Title:	Introduction to Political Theory
Module Level:	4
Module Reference Number:	DSS_4_IPT
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA (Hons) Politics
Year and Semester	Year one, semester one
Module Coordinator:	Dr Elian Weizman
MC Contact Details (Tel, Email, Room)	Ext. 5783, weizmane@lsbu.ac.uk , B266
Teaching Team & Contact Details (If applicable):	Dr Clara Eroukhmanoff eroukhmc@lsbu.ac.uk Dr Daniela Lai daniela.lai@lsbu.ac.uk Prof Maha Ghalwash, BUE
Subject Area:	Politics
Summary of Assessment Method:	2000 words short answers to multiple questions (100%)
The Library Information Officer for DSS:	Rebecca Fong, fongr@lsbu.ac.uk

2) SHORT DESCRIPTION

This module introduces students to key ideas and concepts in political theory. These include democracy, freedom, justice, rights, equality and power. These ideas and concepts are explored with reference to the social and historical contexts in which they developed. Students will also be encouraged to explore the way that these ideas and concepts have been transformed historically and the manner in which they are mobilised in contemporary political debates. Part of the module will be devoted to the exploration of the contribution that political theory can make to contemporary issues and controversies.

3) AIMS OF THE MODULE

The module aims to:

- provide students with a clear overview of the contribution of political theory to the study of politics and society;
- introduce the main themes and concepts of the tradition of Western political theory;
- enable students to understand the issues posed for political theory by institutional and social power, including the power of the state;
- encourage in students an appreciation of the complexities of the relationship between political theory and contemporary political practice.

4) LEARNING OUTCOMES

a. Knowledge and Understanding

On successful completion of the module students will have:

- acquired a deeper body of knowledge relating to political theory

- developed an awareness of the complexities of the relationship between political theory and political practice

b. Intellectual Skills

On successful completion of the module students will have:

- developed an ability to analyse and discuss the major concepts and arguments of political theory
- developed the habit of careful, critical reading of political texts
- enhanced their conceptual and critical thinking about political theory and its relevance to contemporary debates and disputes

5) ASSESSMENT OF THE MODULE

To pass the module a mark of 40% is required.

This module is assessed by:

Formative assessment

All students should produce draft answers to 3 of the questions during week 5 (the student directed private study week should be used in preparation). The feedback provided should be used to enhance the final assessed piece of work.

Summative assessment

The module is assessed by one piece of coursework of 2000 words requiring students to write answers to 5 questions covering the main issues addressed in the lecture programme.

Due date is 20 December 2019.

The assessment brief (including the questions for the summative assessment will be released during week 3.

Assessment Brief

Your Assessment Brief include your submission deadlines and the date by which you will receive feedback. Your Assessment Brief(s) will include the marking criteria that will be used to assess your work. Not all the Undergraduate Marking Criteria will be relevant to every module or assignment. Please log into MyLSBU before you click on the link to see the criteria. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

Wordcount policy

Coursework must be submitted electronically via the module Moodle site and should also be submitted to 'turn-it-in'.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

There is no penalty for being under word-length as the work will generally receive a lower mark based on absent analysis/content/etc.

Hints on completing your assessment

- Your work must be presented according to the format required.
- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work
- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Do not include bullet points or sub-headings in your work.
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens).
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.
- Use a clear and direct style and keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

Plagiarism and Cheating in Examinations

Plagiarism occurs when people:

- copy text - either phrases, passages or full pages - word for word from books or articles
- copy the structure of books or articles, whether or not sources are acknowledged
- take ideas from other people or publications without acknowledging the source.

This can happen unintentionally when notes are taken from a book or an article or material is downloaded from the internet and put directly into an essay.

Whether intentional or not, plagiarism is not acceptable under any circumstances. It is regarded as a form of cheating and there are stiff university regulations to deal with it. Normally an essay which contains material copied from another source will be given a mark of zero and you may face additional penalties. All coursework must be submitted using TURNITIN, which is used to detect plagiarism.

It is equally unacceptable for a student to copy a fellow student's work either with or without permission.

Cheating in exams will not be tolerated under any circumstances, and may result in termination of studies.

Further information, including the procedure for dealing with attempts to gain unfair advantage and possible penalties for proven offences, is available on MyLSBU. Please see the Assessment and Examination Handbook available on the link below (see page 28):

https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf

You will be able to avoid inadvertent plagiarism if you follow the referencing guidelines provided by LSBU. These, along with many other helpful study tips, can be found in the LSBU 'How-to-Guides', here: <https://my.lsbu.ac.uk/my/portal/Study-Support/How-to-Guides>

Full details of the University's academic regulations (which relate to assessment and awards, including degree classification criteria, etc) are set out on the MyLSBU webpages.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and Cook, C. (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. and Wong, B. (2013) 'Not girly, not sexy, not glamorous': primary school girls' and parents' constructions of science aspirations, *Pedagogy, Culture & Society*, 21 (1), pp. 171-194.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6) FEEDBACK

You can expect to receive feedback from your class teachers in a number of formats. To begin with, you will receive written comments on your written assessment, explaining the grade assigned and indicating ways to improve. Feedback of coursework is provided 15-20 working days after the submission date.

You will also receive written feedback on any classroom presentations you give. If you wish to discuss your progress further, it is your responsibility to book an appointment with your class teacher. Class

teachers are always happy to talk about readings, workload management, essay writing, class participation and other aspects of the studying process. They will also offer more immediate forms of feedback by commenting on and responding to the ideas you raise in class.

7) INTRODUCTION TO STUDYING THE MODULE

The field of political theory and concepts is wide and this module is necessarily selective. It aims to focus each year on areas of current importance as well as on issues of longer term significance, such as rights, justice and democracy. With this in mind, the following list is merely indicative, and should not be regarded as a definitive statement of the module's content.

7.1 Overview of the Main Content

Week 1: Introduction: thinking politically

Week 2: Power and the state

Week 3: Violence

Week 4: Coloniality/Modernity

Week 5: Directed private study week (no class)

Week 6: Democracy (Prof Maha Ghalwash, BUE)

Week 7: Secularism and the rise of religiosity (Dr Clara Eroukhmanoff)

Week 8: Agency: citizenship, participation and obligation

Week 9: Justice (Dr Daniela Lai)

Week 10: Rights

Week 11: Identity (gender, race, class, nationalism)

Week 12: Conclusion and revision

7.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

7.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

7.4 Employability

This module develops skills that will enhance the employability of students. In particular it will address some of the key employability skills that employers look for by encouraging students to demonstrate their ability to think analytically, to meet deadlines, to search for academic materials, and to write a piece of coursework within a given word-length

8) THE PROGRAMME OF TEACHING AND LEARNING

This module explores some of society's perennial political questions, framed around a series of 'political concepts'. Some of those include: What is the state? Is the state the sole source of power in politics? How should we understand political violence? What is the role of colonialism in shaping European 'modernity'? What does the idea of democracy mean? What are 'rights' and how are they allocated?

The way that we address these issues in this module draws on political theory literature, from across the globe. While we will not explore individual thinkers in great detail, their ideas will inform our discussions in a number of the topics studied on the module. Some of the classical tradition's key texts – including those from ancient Greece whose thinkers are also still relevant today – are included at the end of this module guide.

In the weekly reading lists that follow, please make sure you read those readings that are mentioned under 'core reading' for each week.

WEEK 1 - Introduction: thinking politically

Key concepts and issues: Politics, 'political science', theory, concept

Key questions:

- what is politics?
- What does it mean to think 'politically'?
- What is theory? How does it relate to 'reality'/'facts'?
- Why do we use 'theory' when analysing political phenomenon?

Further reading

Berenskoetter, Felix (2016) 'Unpacking Concepts' in F. Berenskoetter (ed) *Concepts in World Politics*, Chapter 1

Dow, D. (2015) 'Working with Concepts' in Yanow and Schwartz-Shea (eds) *Interpretation and Method* (ME Sharpe), pp. 64-79

Heywood, A. (2015) *Political Theory: an introduction* 4th edition. London: Palgrave Macmillan. Introduction.

Hoffman, J. & P. Graham (2015) *Introduction to Political Theory* 3rd edition. Abingdon: Routledge. Introduction

McKinnon, C. (ed.) (2015) *Issues in Political Theory* 3rd edition. Oxford: Oxford University Press. Introduction

Palonen, K. (2006) 'Two concepts of politics: conceptual history and present controversies', *Distinktion* 12: 11-25

Pocock, J. G. A. (1989) *Politics, Language, and Time* (The University of Chicago Press), Chapter 1

Schaffer, F. C. (2015) *Elucidating Social Science Concepts: An Interpretivist Guide* (Routledge)

Schmitt, C. (1996 [1932]) *The Concept of the Political*. The University of Chicago Press.

WEEK 2 - Power and the state

Key concepts and issues: power, state, force, consent.

Key questions:

- What is power? Who has power?
- What is the state? Is the state the sole source of power?
- What is sovereignty? What is legitimacy?
- In what ways are constraint, coercion, and force linked? Is it useful to distinguish between them?

Core reading

Mitchell, Timothy (1991) The Limits of the State: Beyond Statist Approaches and their Critics. *American Political Science Review*, 85, 77-96.

Further reading

Text books:

Birch, A. (2007) *The Concepts and Theories of Modern Democracy* 3rd edition. Abingdon: Routledge. Part III

Heywood, A. (2015) *Political Theory: an introduction* 4th edition. London: Palgrave Macmillan. Chs.4 & 5

Jones, T. (2002) *Modern Political Thinkers and Ideas*. London: Routledge. Ch.1

Other useful reading:

Sterling-Folker, J. and R. E. Shinko (2005), 'Discourses of Power: Traversing the Realist-Postmodern Divide', *Millennium: Journal of International Studies* 33(3): 637-664.

Berenskoetter, F. and M. J. Williams (eds.) (2007) *Power in World Politics* (London: Routledge).

Bourdieu, P. (1993) *Language and Symbolic Power* (Cambridge: Harvard University Press).

Butler, J. (1997) *The Psychic Life of Power* (New York: Routledge).

Castells, M. (2009) *Communication Power*. Oxford: Oxford University Press.

Foucault, M. (2002) *Power: Essential Works of Foucault, 1954-1984*, ed. J. Faubion (Penguin)

Haugaard, M. (ed) (2002) *Power: A Reader* (Manchester University Press)

Little, R. (1988) 'Deconstructing the balance of power: two traditions of thought', *Review of International Studies*, 15: 87-100.

Lukes, S. (2005) *Power: A Radical View*, second ed. Basingstoke: Palgrave Macmillan.

Nye, J. S. (2004) *Soft Power* (New York: Public Affairs), Chapter 1.

Mitchell, Timothy (1990) Everyday Metaphors of Power. *Theory and Society*, 19, 5, 545-577.

Sending, O. J. & I. B. Neumann (2006), 'Governance to Governmentality: Analyzing NGOs, States, and Power', *International Studies Quarterly*, 50(3): 651-672.

WEEK 3 - Violence

Key concepts and issues: violence, political violence, legitimacy.

Key questions:

- What is violence? What is political violence? Who decides on these terms?
- Where can we 'find' violence in political life?
- What is 'legitimate' violence and who can exercise it? How does it connect to resistance?

Core reading

Wolff, Robert Paul (1969). "On Violence". *The Journal of Philosophy* 66(19): 601-616.

Further reading

Arendt, Hannah (1970) *On violence*. New York: Harcourt, Brace & World.

Benjamin, Walter (2009). "Critique of Violence." In *One Way Street and Other Writings*. London: Penguin.

Fanon, Franz. (2001) [1961]. *The Wretched of the Earth*. London: Penguin. Particularly 'concerning Violence' pp.

WEEK 4 - Coloniality/Modernity + Study Skills Session

Key concepts and issues: Colonialism, coloniality, postcolonialism, decoloniality

Key questions:

- What is 'coloniality' and how does it differ from 'colonialism'?
- What is postcolonial critique?
- What is 'decoloniality'?
- How do these terms resonate in our mode of thinking?

Core reading

Mignolo, Walter D (2009) "Coloniality: The Darker Side of Modernity". In *Modernologies. Contemporary artists researching modernity and modernism*

https://www.macba.cat/PDFs/walter_mignolo_modernologies_eng.pdf

Further reading

Bull, H. (1984). "The revolt against the West". In *The expansion of international society*. Oxford: Oxford University Press, pp. 217–228.

Gruffydd Jones, B. (2006). *Decolonising International Relations*. Rowman and Littlefield.

Grosfoguel, R. (2007). "The Epistemic Decolonial Turn". *Cultural Studies*, 21(2–3), 211–223.

Mignolo, Walter. (2011) *The Darker Side of Modernity: Global Futures, Decolonial Options*. Duke University Press,

Rutazibwa, Olivia and Robbie Shilliam (eds). (2018) *The Routledge Handbook of Postcolonial Politics*. Abington, Oxon: Routledge.

Spivak, G. C. (1988). "Can the subaltern speak?" In *Marxism and the Interpretation of Culture*, Springer, pp. 271–313.

Said, E. W. (1995). *Orientalism: western conceptions of the Orient*. London: Penguin.

Tickner, J. Ann (2011). "Retelling IR's Foundational Stories: Some Feminist and Postcolonial Perspectives," *Global Change, Peace and Security* 23(1): 5-13.

Young, R. (2001) *Postcolonialism: An Historical Introduction*. Blackwell, ch.1

WEEK 5 - Student directed private study week (no class)

You should continue to read the texts listed in this module guide and work on your formative assessment.

WEEK 6 – Democracy: Definition, Importance and Problems (Prof Maha Ghalwash)

Brief Statement

This lecture seeks to introduce the concept of "democracy" to undergraduate students, and starts with an examination of the meaning of democracy. Thereupon, the discussion will focus on four basic points: First, in recognition of the fact that modern democracy really constitutes representative democracy, we will examine the major characteristics of representative democracy. Second, the idea that democracy is not a luxury, but a system that is necessary for the well-being of individual and society alike will be examined in the context of Amartya Sen's view that democracy is a universal value. Third, that many

citizens of Western countries are displeased with the workings of their political systems has been demonstrated in several ways, most notably by the election of individuals viewed as rebels to leadership positions (e.g. President Trump). To examine this phenomenon, we will discuss several problematic dimensions of parliamentary democracy. Fourth, that the Middle East has generally resisted the democratization wave of the 1990s has been noted by scholars, who have developed diverse interpretations to explain this phenomenon. Here we will highlight some of these interpretations. Finally, I conclude on an optimistic note for the Middle East by showing that democratization is currently underway at the societal level.

Core Reading

Roskin, Michael et al. (2008) *Political Science: An Introduction*, 10th Edition, Pearson Education, Inc., pp. 73-83.

Sen, Amartya (1999) "Democracy as a Universal Value," in *Journal of Democracy*, 10:3, pp. 3-17.

Further reading

Abramson, Jeffrey (2010) *Minerva's Owl: The Tradition of Western Political Thought*, Harvard University Press, chapters: 9, 10 & 12.

An-Na'im, Abdullah Ahmed (2011) "A Theory of Islam, State and Society" in Kari Vogt, Lena Larsen & Christian Moe, eds. *New Directions in Islamic Thought*, 2nd Edition, I.B. Tauris, pp.145-161.

Buffin de Chosal, Christophe (2017) *The End of Democracy*, Translated by Ryan P. Plummer, Tumbler House.

Milton-Edwards, Beverley (2011) *Contemporary Politics in the Middle East*, 3rd Edition, Polity Press, chapter 6.

Roy, Oliver (2012) "The Transformation of the Arab World," in *Journal of Democracy*, 23: 3 (July), pp. 5-18.

WEEK 7 - Secularism and the rise of religiosity (Dr Clara Eroukhmanoff)

Key concepts and issues: secularism, 'fundamentalism', religious identity, the clash of civilisations, religiosity

Seminar: How do you explain the recent revival of religiosity in the Western world?

You will find it particularly useful to look over the lecture presentation on this topic. The classical formulations of, for instance, Durkheim and Marx, as well as more recent arguments such as those of Gordis and of Hoffman and Graham, are full of meaning and significance and provide a window onto this important issue.

Core reading

Molyneux, J. (2008) 'More than opium: Marxism and religion', *International Socialism* 119.

Further reading

Berger, P.L. (1999) 'The Desecularization of the World: a global overview', in: Berger, P.L. (ed.) *The Desecularization of the World. Resurgent Religion and World Politics*. Washington DC: Ethics and Public Policy Center

Hoffman, J. & Graham, P. (2015) *Introduction to Political Theory* 3rd edition. Abingdon: Routledge. Ch.17

Roy, O. (2004) *Globalised Islam*. London: Hurst & Co.

WEEK 8 - Agency: citizenship, participation and obligation

Key concepts and issues: structure, agency, citizenship, action

Key questions:

- What is a structure?
- What makes something/-one an agent?
- Which one do you think political analysts should focus on, and why?
- Who is the 'citizen'? Who is excluded from the concept?
- Are only citizens able to participate in 'politics'? What does it mean to 'participate' and what kind of acts of participation can entail?

Core reading

Isin, Engin. (2009) "Citizenship in flux: The figure of the activist citizen". *Subjectivity* 29, 367–388.

Further reading

Birch, A. (2007) *The Concepts and Theories of Modern Democracy* 3rd edition. Abingdon: Routledge. Ch.9

Hay, C. (2002) *Political Analysis: A Critical Introduction* (Palgrave Macmillan), Chapter 3.

Isin, Engin F. and Turner, Bryan S. (2007). "Investigating Citizenship: An Agenda for Citizenship Studies", *Citizenship Studies*, 11 (1), 5-17.

Heywood, A. (2015) *Political Theory: an introduction* 4th edition. London: Palgrave Macmillan. Ch.8

Hoffman, J. & Graham, P. (2015) *Introduction to Political Theory* 3rd edition. Abingdon: Routledge. Chs.5&19

WEEK 9 - Justice (Dr Daniela Lai)

Key concepts and issues: his class will explore the concept of justice as politically and socially contested. We will address different meanings and theories of justice, and then focus on the debate around the nature of 'justice claims'.

Key questions:

- How has justice been defined historically and by different theories?
- What do the following terms mean and how do they differ from one another: legal justice, retributive justice, restorative justice, 'transitional' justice, social justice?
- Do justice claims based on recognition and those based on redistribution necessarily clash with one another?

Core reading

Fraser, N. (1995): From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age. *New Left Review* 1/212 (July/August), 68-93.

Further reading

Hoffman, J. & Graham, P. (2015) *Introduction to Political Theory* 3rd edition. Abingdon: Routledge. Ch.4

Heywood, A. (2015) *Political Theory: an introduction* 4th edition. London: Palgrave Macmillan. Ch.7

Newman, M. (2016) *Six Authors in Search of Justice*. London: Hurst & Co.. Esp. ch.1

Sandel, M. (2007) *Justice: a reader*. Oxford: Oxford University Press

WEEK 10 - Rights

Key concepts and issues: rights, human rights

Key questions:

- What are 'rights'?
- What are 'human rights'?
- Who defines those? Are they dependent on protection of the state or international bodies?

Core reading

Arendt, Hannah (2009). "The Perplexities of the Rights of Man". In *The Origins of Totalitarianism*. La Verna, TN: Benediction Classics. Pp. 290-302.

Further reading

Brown, Wendy (1995). *States of Injury: Power and Freedom in Late Modernity*. Princeton University Press.

Campbell, Tom (2012). "Human Rights". In: *Issues in Political Theory, second edition*. Edited by McKinnon, Catriona. Oxford: Oxford University Press.

Düwell, M. J. Braarvig, R. Brownsword, & D. Mieth (Eds.) (2014) *The Cambridge Handbook of Human Dignity: Interdisciplinary Perspectives*. Cambridge: Cambridge University Press.

Zizek, Slavoj (2005). "Against Human Rights". *New Left Review* 34.

WEEK 11 - Identity

Key concepts and issues: identity, identity politics

Key questions:

- What is identity?
- Why are identities political?
- What is identity politics? Is it inevitable? In what sense is identity politics a form of power politics?

Core reading

[Moran, Marie. \(2018\) "Identity and Identity Politics: A Cultural Materialist History". *Historical Materialism* 26 \(2\).](#)

This is part of a special issue on Identity Politics – you are more than welcome to have a look at the other articles!

Further reading

Appiah, K. A. *The Ethics of Identity* (Princeton University Press, 2005)

Bell, D. (2003) 'Mythscape: Memory, Mythology and National Identity', *British Journal of Sociology*, 54/1: 63-81.

Bially-Mattern, J. (2001) 'The Power Politics of Identity', *European Journal of International Relations*, 7/3: 349-397

Brubaker, R. and F. Cooper (2000) 'Beyond 'Identity'', *Theory and Society*, 29: 1-47

Giddens, A. (1991). *Modernity and Self-Identity*. Cambridge: Polity Press.

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

Hansen, L. (2006) *Security as Practice: Discourse Analysis and the Bosnian War* Routledge, 2006

Ismail, S. 'Being Muslim: Islam, Islamism and Identity Politics', *Government and Opposition* 39/4 (2004): 614-131

Walters, S. D. (2017) 'In Defense of Identity Politics' *Signs* 2017, <http://signsjournal.org/currents-identity-politics/walters/>
 Younge, G. (2010) *Who Are We – and should it matter in?* London: Penguin.

WEEK 12

Conclusion and revision

9) LEARNING RESOURCES

Please see the 'Reading Lists Online' link on the Moodle site for this module

For a brilliant critical political lexicon see: <http://www.politicalconcepts.org>

Many classical texts are available online at: <http://www.constitution.org/liberlib.htm>

US Association for Political Theory website (particularly the link to blogs and discussion sites: <http://www.apr-us.org/websites-blogs>

You will also find Box of Broadcasts (accessed via the library in the first instance) an enormously useful resource. The subject librarian, Rebecca Fong (fongr@lsbu.ac.uk) is also extremely helpful, knowledgeable and willing to help with student queries.

10) CONTACT SHEET

What do I need to know?	Where should I look for help?
1. I have a question about a specific module , assessment, lecture or seminar.	The module moodle site and module guides will contain most of this information. If the information is not there email the module leader, their contact details can be found on the module moodle site and in the module guide (available on the module Moodle site). You can also find a list of all contact details in the course guide (available on the DSS Moodle site).
2. I am having difficult with study skills and assessment writing in general.	The Learning Resources centre will be able to help you with this. Please see this link for further details: http://www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning

	If your question is about a specific assessment, please see question 1.
3. I would like to change my degree programme.	You should arrange to speak to your course director: Criminology: Federica Rossi or Rashid Aziz Sociology: Matthew Bond or Julien Morton International Relations: Clara Eroukhmanoff Politics: Lisa Pine History: Charlotte Clements
4. I am having personal issues which are affecting my studies	You should make an appointment to see your personal academic tutor who will be able to advise you. A list of personal tutors will be on the DSS student moodle page. For health and wellbeing services at LSBU, please see this link: http://www.lsbu.ac.uk/student-life/student-services/health-wellbeing
5. I am unable to see my timetable online	Here is a handy guide on how to view your timetable and who to contact in case of issues. http://www.lsbu.ac.uk/_data/assets/pdf_file/0010/117667/timetable-guide.pdf If you are unsure of where you should be for a particular lecture or class, please email the module leader.
6. I need to apply for extenuating circumstances for an assessment.	You will need to complete an extenuating circumstances form. Details and information can be found by logging into MyLSBU > My Course > Exams and Assessments > Extenuating circumstances Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Exams-Assessments/Extenuating-circumstances
7. I would like to change my optional modules.	You can change your options any time before the deadline to choose your options. After the start of teaching, you can only change your optional module(s) by the end of Week 2. Please contact the course administrator Haydrol Hanson with the name of the module you wish to leave and the one you wish to join: hansonh@lsbu.ac.uk
8. I will miss lectures/classes due to reasons outside of my control.	For details on attendance, please see this link: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Attendance You should let your module leader and the course administrator know if you are going to be absent.

9. I need to be enrolled on a moodle site.	Please contact the course administrator Haydrol Hanson hansonh@lsbu.ac.uk
10. I need a reference for a potential employer or institution	Please see this link for more information: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Student-Reference-Requests If you need an academic reference, you should ask your personal tutor (level 4 and 5 students) or Project supervisor (level 6 students).
11. I would like to see my marks	For marks on specific assessments, please go the relevant module Moodle site, assessment section, click on the link where you have submitted your assessment. Please note that marks on Moodle are always provisional as they do not reflect capping and penalties that may occur due to late submission or Academic misconduct. Final results will only be released after the Subject Area Board takes place (please see question 12 for results)
12. I would like to see my results	Final results will only be released after the relevant Board takes place. You will be able to access your final results via MyLSBU > My Course > My results
13. I need an official transcript of my results	Please go to the Student Administration Office in Borough Road, room BR201 or contact the Course Administrator: hansonh@lsbu.ac.uk Please note that lecturers and Course Directors are unable to access and issue transcripts
14. I would like to know when teaching starts and ends	Please log into MyLSBU > My Course> Academic Calendar Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar