

Identities in Context:

Identities in Context is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 5: Analyze how diverse identities influence their lives and the lives of others.

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

Examine the inter-relational qualities of identities and how identities are (re) constructed through experiences, power relations, and sociocultural contexts.

Explore why identity categories such as nationality, ethnicity, religion, gender, region, and class exist and how they affect human relationships at various levels.

in turn are affected by sociocultural contexts.

Dignity, Ethics, and a Just Society

possible. The paper will constitute 20% of your final grade. There will be a 5% per day penalty for late work.

Participation: Students are expected to finish the course readings before the class period for which they are assigned, attend class regularly, and participate actively in class discussion. I expect you to contribute to classroom discussions through questions and comments. Your attendance and participation are vital for the success of this course. Attendance and classroom participation will constitute 10% of your final grade.

Two exams: 50% (25% each)

Discussion Board: 20%

Policy Paper: 20%

Classroom Participation: 10%

Your final grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

CITATION FORMAT

For the policy paper, students are expected to follow the American Political Science Association (APSA) citation style guidelines.

A. How to cite authors in the text:

necessary. Summarize what these authors say and cite them.

Kalyvas (2006) demonstrates that civil war violence has much less to do with collective emotions, ideologies, and cultures than currently believed. Instead of being an effective counterinsurgency strategy, state repression may solve the collective action problem for the rebels and fuel a nascent insurgency (Mason and Krane, 1989).

B. Format for Reference list:

1. Book:

Waltz, K. N. 2001. *Man, the state, and war: A theoretical analysis*. Columbia University Press.

2. Article or Chapter in an Edited Book or Collection:

and Peace-building in Post-War Societies: Sustaining the Peace. London: Routledge

3. Journal Article:
K
Security, 31 (Summer): 49-80.
4. Newspaper article:

Academic Integrity and Honesty:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The

Title IX:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter,

share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an -877-525-5669 or online at

<http://www.lighthouse-services.com/slu>.

the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Face Masks (Until further notice):

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a university-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a university-wide face mask requirement is in effect, the following will apply:

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear a Title I

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

Required textbook:

The required textbook is available for purchase at the Saint Louis University Bookstore in the Busch Student Center. The additional readings that are not in the textbook will be made available via Canvas.

Burnell, Peter, Lise Rakner and Vicky Randall. (2017). *Politics in the Developing World*. 5th Edition. New York: Oxford University Press

CLASS SCHEDULE AND READINGS

Week 1: Introduction to the Course

August 25

What do we mean by developing world and why should we study it?

Required Reading: None

Welcome and Course Introduction

If the World Was only 100 People

<https://www.youtube.com/watch?v=A3nllBT9ACg>

Week 2: Historical Legacies

August 30- September 6

Did history play a role in shaping the current political world and domestic politics in the developing world?

Required Reading:

Burnell et. al. chapter 2

Allen, Robert C. 2011. *Global Economic History: A Very Short Introduction*. Oxford University Press, (pp 1-26).

Week 3: Modernization Theory, its Critics, and Alternatives

Sept 8-13

What are the major approaches to the study of politics in the developing world? What explains development and underdevelopment?

Required Reading:

Burnell et. al. chapter 1, 3

Huntington, S. P. (1965). Political development and political decay. *World politics*, 17(3), 386-430.

Week 4: States in the Developing World

Sept 15-20

Week 7: Security and Violence

Why are some countries devastated by political violence and others are not? How does political violence impact international security and what can we do to prevent it? Why should we care about human rights in other countries?

Required Reading:

Burnell et. al. chapter 13, 18, 21

n Rwanda

and Sri Lanka. *Terrorism and Political Violence* 15 (3): 83-114

Recommended:

Kalyvas, S. N., & Balcells, L. 2010. International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict. *American Political Science Review*, 104(3), 415-429.

Week 8: Exam

October 13-18

Oct 13: Review for Exam #1

October 18: Exam#1

Week 9: Democ0 614(u)-9(sF2 12 Tf1 0 0 1 72.024 4iDq0.o4or)6(0912 0 612 792 reW*nBT/F2 12 Tf1 0 0 1 151

Burnell et. al. chapter 15

Orjuela, C. 2014. Corruption and Identity Politics in Divided Societies. *Third World Quarterly*, 35(5), 753-768

Chandra, K. (2013). Patronage, Democracy, and Ethnic Politics in India. *Clientelism, social policy and the quality of democracy*, ed, Brun, D. A., and L. Diamond.

Week 11: Political Parties and Democracy

Nov 8-10

Political parties historically played important roles in democratization and state-building in the west. How are political parties in the developing world faring?

Required Reading:

Ishiyama, J. 2021. Political Parties and Democratization. In *Oxford Research Encyclopedia of Politics*.

Evolution of the Chinese Communist Party at [The Evolution of China's Communist Party, 90 Years in the Making - China Briefing News \(china-briefing.com\)](https://china-briefing.com)

Tudor, Maya. 2013 *The promise of power: The origins of democracy in India and autocracy in Pakistan*. Cambridge University Press, (pp 1-39)

Week 12: Developing Countries in the Global Economy

Nov 15-17

Have the developing countries benefitted from the integrated global economy? If yes, how and how much? What needs to be done?

Required Reading:

Burnell et. al. chapter 4, 6, 16, 24

Recommended:

Milanovic, Branko

--An

World Bank Working paper 6259, November.

Rodrik, D. 2014. The Past, Present, and Future of

Week 14: Emerging Economies and South-South Cooperation

Dec 1 to Dec 6

Required Reading:

Burnell et. al. chapter 29, 30

Nayyar, D. 2016. BRICS, Developing Countries and Global Governance. *Third World Quarterly*, 37(4), 575-591.

Acharya, A., 2017.