

POL235

International Relations Among Rich and Poor Nations

Term: Summer 2026

Class Dates: June 15th – August 7th

Class Modality: Asynchronous

Syllabus Version Date: August 6, 2026

Instructor: Zachariah Parcels (He/Him)

E-mail: zparcels@purdue.edu (*the best way to contact me!*)

Office Hours: Friday 11:00am–noon ET ([via Zoom](#))

Optional Coffee Hour: Friday 3:00–4:00pm ET ([via Zoom](#))

Credit Hours: 3

Phone Number: (765) 494-4161

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Course Description

This undergraduate course offers a comprehensive introduction to Global Political Economy (GPE), exploring the interaction between politics and economics on a global scale. Students will be introduced to the theories, institutions, actors, and issues that shape the global economy. Topics include free-market and interventionist approaches, trade, finance, development, the environment, digital technology, illicit economies, and migration. Through lectures, readings, discussions, and case studies, students will develop critical analytical skills and learn to connect global economic governance to everyday life. *No background knowledge of political science or economics is required.*

Learning Outcomes

1. Students will be able to recognize and apply key economic theories that underpin contemporary policy debates at the domestic and international level.
2. Students will learn to identify, situate, and compare the main actors and institutions involved in managing the international political economy.
3. Students will learn how to evaluate real-world issues through key ideas and theories.

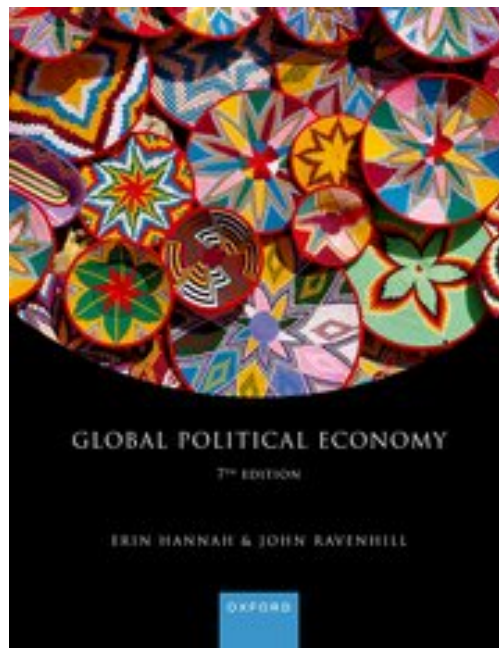
Course Prerequisites

There are no course prerequisites.

Course Required Materials

The following textbook will serve as a key source for the course material:

Hannah, Erin and John Ravenhill, eds. *Global Political Economy, 7th Edition*. Oxford University Press, 2024.



This is the correct textbook!

There is only one physical copy of the textbook at the [Purdue Libraries](#). Students may request a copy through the [Inter-Library Loan \(ILL\)](#) service or purchase a copy at their own expense. In addition, students are expected to become familiar with Purdue Libraries and Inter-Library Loan to learn how to search and analyze credible research materials and sources.

Every week will have different readings, ranging from book chapters, journal articles, podcasts, videos, and other materials. As we progress through the course, **readings may be added or removed**. Chapters from the textbook and other materials will be provided on **Brightspace**.

A note about the course materials: I welcome suggestions for journal articles, books, reports, podcasts, interview clips, etc. that would be useful additions to the syllabus in future iterations of the course.

Organization

This is an online, asynchronous lecture course. This course requires steady weekly engagement. It is important to stay on schedule and participate regularly on Brightspace, or the work will pile up. Through discussion boards and optional live sessions, we will engage in thoughtful discussion and debate based on careful reading of the materials. There is no “politically correct” line in this class, and we should expect a variety of implicit and explicit value assumptions throughout our discussions. There will be zero tolerance for offensive or inappropriate behavior. We *all* have our unique contribution to make and should make this an opportunity to learn from one another as well as from other scholars.

Course Logistics

I will post information for the upcoming week by Monday mornings on Brightspace.

Weekly Deadlines

Students may complete the week’s material at their own pace, as long as all assignments, readings, and videos/podcasts are completed by 11:59pm ET on the indicated due date listed in the course schedule. Below are the course’s recurring deadlines:

Discussion board posts and peer responses are due weekly on Sundays at 11:59pm ET.

Reading quizzes are due weekly on Sundays at 11:59pm ET.

Office Hours, Online Communication, & Weekly Coffee Hour

Office hours will be held virtually via Zoom every Friday from 11:00am–noon ET and may be used to discuss weekly readings, course material, assignments, or any other course-related questions. Students who cannot find a time that works should email me (zparcels@purdue.edu) with their availability and reason(s) for meeting so that we can arrange another time.

I check my email regularly and will try to respond within 24–48 hours. When emailing me, please include the course number and topic in the subject line of your message (e.g., “POL 235 – Reading Quiz 2 Question”). This will help me locate and respond to the email more quickly.

I will also host an optional weekly “coffee hour” every Friday from 3:00–4:00pm ET on Zoom. These informal sessions are a chance for students to talk through the week’s major themes, ask questions about readings or assignments, and connect with me and classmates in a lower-pressure setting. Coffee hour will not introduce new required material beyond what is available in the course modules.

Grading

Please refer to assignment instructions on Brightspace for specific guidance on assignment grading.

Letter Grade	Percentage	Pegged Percentage	Description of Work
A+	97.5–100%	98%	Work is exceptional in most respects.
A	92.5–97.49%	95%	Work is exceptional in many respects.
A-	89.5–92.49%	91%	Work is exceptional in some respects.
B+	86.5–89.49%	88%	Work is good in most respects.
B	82.5–86.49%	85%	Work is good in many respects.
B-	79.5–82.49%	81%	Work is good in some respects.
C+	76.5–79.49%	78%	Work is satisfactory in most respects.
C	72.5–76.49%	75%	Work is satisfactory in many respects.
C-	69.5–72.49%	71%	Work is satisfactory in some respects.
D+	66.5–69.49%	68%	Work is marginal in most respects.
D	62.5–66.49%	65%	Work is marginal in many respects.
D-	59.5–62.49%	61%	Work is marginal in some respects.
F	0–59.49%		Work is failing in most respects.

Assignment and Class Schedule Summary

Complete assignment descriptions, grading rubrics, and submission guidelines are posted on Brightspace. The information below provides an overview; always consult Brightspace for the most current requirements.

Assignment Summary

Assignment	Percentage	Due Date
Reading Quizzes	25%	Weekly (Weeks 1–7)
Discussion Boards	15%	Weekly (Weeks 1–7)
Theoretical Foundations	15%	Week 3 (Sun 7/5)
GPE-in-the-Wild	20%	Week 6 (Sun 7/29)
Final Exam	25%	Week 8 (Fri 8/7)
Total	100%	

Course Schedule Summary

Week	Date	Topic	Assignments
1	M 6/15	Getting Started	Syllabus Quiz unlocks course content
	W 6/17	The Free-Market Approach	
	F 6/19	The Interventionist Approach	DB & Quiz 1 Due (Sun 6/21)
2	M 6/22	Marxism & Critical Political Economy	
	W 6/24	(Neo)Mercantilism & <i>The Wealth of Nations</i> at 250 Years	
	F 6/26	Power & the Everyday	DB & Quiz 2 Due (Sun 6/28)
3	M 6/29	Global Trade I	
	W 7/1	Global Trade II	Theoretical Foundations Due (Sun 7/5)
	F 7/3	Trade in 2026	DB & Quiz 3 Due (Sun 7/5)
4	M 7/6	Global Finance I	
	W 7/8	Global Finance II	GPE-in-the-Wild Topics Due (Sun 7/12)
	F 7/10	Case Study: The Global Financial Crisis	DB & Quiz 4 Due (Sun 7/12)
5	M 7/13	Global Development I	
	W 7/15	Global Development II	
	F 7/17	Catch-up Day	DB & Quiz 5 Due (Sun 7/19)
6	M 7/20	Digital Technology	
	W 7/22	Case Study: Platform Power	GPE-in-the-Wild Due (Wed 7/29)
	F 7/24	Global Environment	DB & Quiz 6 Due (Sun 7/26)
7	M 7/27	The Illicit Economy: Laundering & Trafficking	
	W 7/29	The Illicit Economy: Unfree Labor	Extra Credit Due (Fri 7/31)
	F 7/31	Rebels & Economics	DB & Quiz 7 Due (Sun 8/2)
8	M 8/3	Migration (Bonus)	
	W 8/5	Catch-up Day	No new readings
	F 8/7	Final Exam Due	Final Exam Due (Fri 8/7)

Course Assignments

Detailed instructions, submission portals, and grading rubrics for every assignment listed below can be found on the course Brightspace page.

Syllabus Quiz

The syllabus quiz is required but ungraded. **Students must complete the syllabus quiz before the rest of the Brightspace course materials are unlocked.** Students may retake the syllabus quiz until they pass, and a score of 100% is required.

Reading Quizzes (25%)

Students will complete graded reading quizzes during Weeks 1–7. The syllabus quiz is separate from the graded reading quizzes. Reading quizzes assess comprehension of the assigned readings, lectures, videos, and key course concepts and will consist of a combination of multiple-choice, true/false, and short-answer questions. The lowest graded reading quiz will be dropped. Quizzes may be taken multiple times before the deadline and the highest attempt will count.

Discussion Boards (15%)

For Weeks 1–7, students will respond to a discussion prompt related to that week’s course material. Discussion questions may involve controversial, opinion-based, or thought-provoking ideas, so posts are expected to be thoughtful and respectful. Posts featuring *ad hominem* argument or inappropriate language will receive zero points.

Students are expected to compose three posts altogether: one original post responding to the prompt of at least 200 words and **two** peer responses of at least 100 words each. Low-effort posts and responses will not receive full credit. Low-effort is defined as zero reference to the course material or disconnected from the subject matter.

Theoretical Foundations (15%)

This assignment asks students to compare one conventional and one critical approach to Global Political Economy by responding to a claim from Adam Smith in *The Wealth of Nations*. The assignment must be submitted on Brightspace by **Sunday, July 5th (11:59 PM ET)**. Please see Brightspace for the full assignment instructions and rubric.

GPE-in-the-Wild (20%)

This assignment has **two parts**. It asks students to choose one course concept from a provided list and trace how it appears across three specific *real-world artifacts*. The goal is to use the field of inquiry of Global Political Economy (GPE) as a lens for noticing patterns, assumptions, and power relations that common-sense explanations often miss.

In the **first part**, students must submit their chosen concept and three proposed artifacts on Brightspace no later than **Sunday, July 12th (11:59 PM ET)**. Students who do not submit a concept and artifact list by the deadline will have 10% deducted from the final assignment grade.

The **second part** is a 1,500–2,000 word analysis that uses the chosen concept to interpret and compare the three artifacts. The paper should make one main argument about what the concept helps us understand about the relationship between markets, politics, and society in the global economy. The analysis is due on Brightspace by **Wednesday, July 29th (11:59 PM ET)**. Please see Brightspace for the full assignment instructions and rubric.

Final Exam (25%)

The final exam will be completed online through Brightspace and will cover material from *all* weeks of the course, including lectures, readings, and assigned videos/podcasts. Students should be prepared to define key concepts, identify major thinkers and institutions, compare theoretical approaches, and apply course concepts to real-world examples.

The exam will be due **Friday, August 7th (11:59 PM ET)**. Once opened, students will have a set time window to complete it. Additional details about the format, timing, and submission procedures will be announced on Brightspace during **Week 8**. If you have above a 90% in the course, then you may **opt-out** of the exam. To opt-out, please email me by 11:59 PM ET on Friday (07 August).

Extra Credit: Bad Take Correction

Students may complete optional extra credit by identifying a simplistic, misleading, or overly reductive public claim about the global economy and correcting it using course concepts. Successful completion may add up to **2 percentage points** to the student's final course grade. The extra credit assignment is due **Friday, July 31 (11:59 PM ET)**. No late submissions will be accepted.

Turning in Work Late

Late discussion posts and reading quizzes will not normally be accepted after the deadline because they are tied to weekly participation and course pacing. For major assignments, late penalties will be listed in the assignment instructions on Brightspace. Students who experience a documented illness, emergency, bereavement, university-approved activity, military obligation, religious observance, or other serious circumstance should contact me as soon as possible, and before the deadline when possible, so we can discuss appropriate options consistent with university policy.

How to Succeed in an Online Course

Students who want to be successful in an online course should:

- Use the [Purdue OWL](#) as a writing and citation reference.
- Accept different views and be respectful of fellow students' opinions.
- Do independent thinking—shortcuts undermine learning.
- Set a weekly schedule or plan to stay on top of coursework.
- Communicate with the instructor if unexpected delays occur in coursework.

Class Schedule and Readings

Part I: Political Economy Foundations

Week 1 – Economic Foundations

M: Getting Started (6/15)

Required:

- Ravenhill, John, and Erin Hannah. “Chapter 1: The Study of Global Political Economy.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.
- Balaam and Dillman, Chapter 1, sections “Different Perspectives and Methodologies in IPE” (p. 5–9) and “Four Levels of Analysis” (p. 9–11).
- New Thinking Podcast, “What is Political Economy?” [Website](#). [Spotify](#).

Recommended:

- Center for Strategic & International Studies, “[What’s the ‘Bretton Woods’ System?](#)”
- London School of Economics, “[What are Global Value Chains and why they matter for economic & regional development.](#)”

W: The Free-Market Approach (6/17)

Required:

- Balaam and Dillman, Chapter 2, “Laissez-Faire: The Economic Liberal Perspective.”

Recommended:

- Friedman, Milton, “[The Virtues of Capitalism](#)” (02:24).
- Jahan, Sarwat and Ahmed Saber Mahmud. “[What Is Capitalism?](#)” *IMF Finance & Development* 52, no. 2 (2015).
- Friedman, Milton, “[Milton Friedman Explains How to Deal with Monopolies](#)” (02:27).

F: The Interventionist Approach (6/19)

Required:

- Keynes, John Maynard. “[The End of Laissez-Faire](#)” (1926).
- Polanyi, Karl. *The Great Transformation*. Read pp. 128–142.

Recommended:

- NBC News Learn, “[John Maynard Keynes, Influencing the Economy](#)” (03:56).
- Marginal Revolution University, “[Karl Polanyi.](#)”
- CrashCourse & PBS, “[Economic Schools of Thought: Crash Course Economics #14.](#)”

- Jahan, Sarwat, Ahmed Saber Mahmud, and Chris Papageorgiou. “What Is Keynesian Economics?” *IMF Finance & Development* 51, no. 3 (2014).

Assignments: Discussion Board & Quiz 1 Due (Sun 6/21)

Week 2 – Economic Foundations (Continued)

M: Marxism & Critical Political Economy (6/22)

Required:

- Jäger, Johannes. “From Marx to Critical International Political Economy.” In *The Routledge Handbook to Global Political Economy*, edited by Ernesto Vivares. Routledge, 2020.
- Marx and Engels, *Manifesto of the Communist Party*, Section I: “Bourgeois and Proletarians.” Read pp. 14-21.

Recommended:

- CrashCourse & PBS, “Who Was Karl Marx? And Why Is Everyone Still Talking About Him?”

W: (Neo)Mercantilism & *The Wealth of Nations* at 250 Years (6/24)

Required:

- Balaam and Dillman, Chapter 3, “Wealth and Power: The Mercantilist Perspective.”

Recommended:

- New Thinking Podcast, “Adam Smith & Corporations with Maha Rafi Atal.” [Website](#). [Spotify](#).
- Watson, Matthew. “Chapter 2: Race, Empire, Colonialism, and the Prehistory of Global Political Economy.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.
- Watson School of International and Public Affairs, “Eric Helleiner – The Neomercantilists: A Global Intellectual History” (watch until 40:21).
- Adam Smith, *The Wealth of Nations*: Book I, Chapters 1–3; Book IV, Chapter 2; Book V, Chapter 1.

F: Power & the Everyday (6/26)

Required:

- Hannah and Ravenhill, Chapter 1: “The Study of Global Political Economy.” **Only:** Box 1.10, “Power and Collaboration” (p. 27).
- Hannah, Erin and Lucy Hinton. “Chapter 4: Ideas, Social Hierarchies, and the Everyday.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.
- Lehdonvirta, Vili. “Why is conflict growing despite global trade? Weaponized interdependence (Farrell & Newman 2019)” (entire).

Recommended:

- Farrell, Henry, and Abraham L. Newman. “Weaponized interdependence: How global economic networks shape state coercion.” *International security* 44, no. 1 (2019): 42-79.
- Center for Strategic & International Studies, “[Underground Empire: How America Weaponized the World Economy with Henry Farrell and Abraham Newman](#)” (watch until 10:25).
- McKinsey & Company, “[The Mine-to-Market Value Chain: A Hidden Gem.](#)”
- World Economic Forum, “[From Crop to Cup: How Coffee Travels Through its Supply Chain.](#)”

Assignments: Discussion Board & Quiz 2 Due (Sun 6/28)*Part II: Core Topics in Political Economy***Week 3 – Global Trade****M: Global Trade I (6/29)***Required:*

- Trommer, Silke. “Chapter 5: Global Trade.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Milner, Helen V. “The Political Economy of International Trade.” *Annual Review of Political Science* 2 (1999): 91–114.
- Hopewell, Kristen. “The (Surprise) Return of Development Policy Space in the Multilateral Trading System.” *Review of International Political Economy* (2024): 1–26.
- Trade Talks, “9: Happy 70th GATTiversary–The Origins of Multilateral Trade.” [Website. Spotify.](#)
- Trade Talks, “180. The WTO is in trouble. Econ 101 to the rescue?” [Website. Spotify.](#)

W: Global Trade II (7/1)*Required:*

- Guisinger, Alexandra. “Chapter 6: Identity and Attitudes Toward Trade.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Guisinger, Alexandra. “Determining Trade Policy: Do Voters Hold Politicians Accountable?” *International Organization* 63, no. 3 (2009): 533–557.
- Mutz, Diana. *Winners and Losers: The Psychology of Foreign Trade*. Princeton, NJ: Princeton University Press, 2021.

- GPEP-R, “[Race and Trade Politics \(Georgetown University, Mortara Center\)](#)” (watch until 20:41).
- CGTN America, “[Alexandra Guisinger discusses tariffs, trade as US eyes new tariffs on China](#)” (entire).

F: Trade in 2026 (7/3)

Required:

- Schweinberger, Tanja. “[Mercantilism 2.0: American and Chinese mass public opinions toward trade balances.](#)” *Review of International Political Economy* 33, no. 1 (2026): 409–439.

Recommended:

- Trade Talks, “208. It’s been one year since Trump’s ‘Liberation Day’ tariffs.” [Website](#). Spotify.

Assignments: Discussion Board & Quiz 3 Due (Sun 7/5); Theoretical Foundations Due (Sun 7/5)

Week 4 – Finance**M: Global Finance I (7/6)**

Required:

- Helleiner, Eric. “Chapter 8: The Evolution of the International Monetary and Financial System” (p. 185–218). In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- The Economist, “[How does raising interest rates control inflation?](#)”
- In Our Time (BBC), [The Gold Standard](#).

W: Global Finance II (7/8)

Required:

- Pauly, Louis W. “Chapter 9: The Politics of Global Financial Stability.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.
- Clarke, Chris and Adrienne Roberts. “Chapter 10: Global Finance and the Everyday.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024. **Only:** Sections 10.4 and 10.5 (pp. 241–249).

Recommended:

- Brookings, “[The Stability of Global Financial Markets.](#)”
- London School of Economics, “[Assessing Global Financial Stability](#)” (Tobias Adrian).

F: Case Study: The Global Financial Crisis (7/10)

Required:

- Helleiner, Eric. “Understanding the 2007–2008 Global Financial Crisis: Lessons for Scholars of International Political Economy.” *Annual Review of Political Science* 14 (2011): 67–87.
- Review: “Case Study Box 9.4 Timeline of the Global Financial Crisis of 2008 and its Aftermath” (p. 220–221) in Louis W. Pauly, “Chapter 9: The Politics of Global Financial Stability.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Background:

- Wall Street Journal, “[How Do Bubbles Form? Gamestop and Tulips Can Help Explain](#)” (7 minutes).
- CrashCourse, “[How It Happened – The 2008 Financial Crisis: Crash Course Economics #12](#)” (11 minutes).
- PBS FRONTLINE, “[Inside the Meltdown](#)” (56 minutes).

Assignments: Discussion Board & Quiz 4 Due (Sun 7/12); GPE-in-the-Wild Topics Due (Sun 7/12)

Week 5 – Development**M: Global Development I (7/13)**

Required:

- Lockwood, Erin. “Chapter 13: The Political Economy of Global Inequality.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Lockwood, Erin. “The International Political Economy of Global Inequality.” *Review of International Political Economy* 28, no. 2 (2021): 421–445.

W: Global Development II (7/15)

Required:

- Bhagat, Ali. “Chapter 14: The Global Political Economy of Development.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Ravenhill, John. “Global Value Chains and Development.” *Review of International Political Economy* 21, no. 1 (2014): 264–74.

- Lebdioui, Amir. 2022. “The Political Economy of Moving up in Global Value Chains: How Malaysia Added Value to Its Natural Resources through Industrial Policy.” *Review of International Political Economy* 29 (3): 870–903.
- Business Standard, [”What is import substitution?”](#)

F: Catch-up Day (7/17)

Required: No new readings. Use this day to review trade, finance, and development material.

Assignments: Discussion Board & Quiz 5 Due (Sun 7/19)

Part III: The New Political Economy

Week 6 – Digital Technology & Environment**M: Digital Technology (7/20)**

Required:

- Girard, Tyler. “Chapter 17: The Global Political Economy of Digital Technology.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.
- Srivastava, Swati. “Algorithmic Governance and the International Politics of Big Tech.” *Perspectives on Politics* 21, no. 3 (2023): 989–1000.

Recommended:

- World Bank, *The Development Podcast*, [“What Does Artificial Intelligence Mean for the Developing World?”](#)

W: Case Study: Platform Power (7/22)

Required:

- Culpepper, Pepper D., and Kathleen Thelen. “Are We All Amazon Primed? Consumers and the Politics of Platform Power.” *Comparative Political Studies* 53, no. 2 (2020): 288–318.
- Girard, Tyler. “National Identity and the Limits of Platform Power in the Global Economy.” *International Studies Quarterly* 68, no. 3 (2024).

Recommended:

- New Books Network, [“Attention, Shoppers! American Retail Capitalism and the Origins of the Amazon Economy.”](#)

F: Global Environment (7/24)

Required:

- Irvine, Kate. “Chapter 16: The Political Economy of the Environment.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Council on Foreign Relations Backgrounder [“Global Climate Agreements: Successes and Failures.”](#)
- The Ecopolitics Podcast, [“Episode 2.6: Great Power Politics and the Environment.”](#)
- Schleifer, Philip, and Yixian Sun. “Emerging Markets and Private Governance: The Political Economy of Sustainable Palm Oil in China and India.” *Review of International Political Economy* 25, no. 2 (2018): 190-214 (An interesting read if you have time!)
- Ostrom, Elinor. *Governing the Commons*. 2015 ed. Cambridge: Cambridge University Press, 2015, Chapters 2 & 3 (For future exploration!)

Assignments: Discussion Board Due (Sun 7/26); Quiz 6 Due (Sun 7/26); GPE-in-the-Wild Due (Wed 7/29)

Week 7 – The Illicit Economy & Rebels

M: Laundering and Trafficking (7/27)

Required:

- Balaam and Dillman, Chapter 15, “The Illicit Economy: The Dark Side of Globalization” (Brightspace, p. 408–433).

Recommended:

- Kim, Diana, and Yuhki Tajima. “Smuggling and Border Enforcement.” *International Organization* 76, no. 4 (2022): 830–867.
- Bloomberg Originals, [”How One Man Rules in Asia’s Golden Triangle.”](#)
- Insider, [”How Money Laundering Actually Works.”](#)

W: Unfree Labor (7/29)

Required:

- Gore, Ellie. “Chapter 7: Global Production and Unfree Labour.” In *Global Political Economy, 7th Edition*, edited by Erin Hannah and John Ravenhill. Oxford University Press, 2024.

Recommended:

- Times Original, [“The Billion-Dollar Scam Industry No One Can Stop.”](#)

F: Rebels & Economics (7/31)

Required:

- Kubota, Yuichi. [“The Rebel Economy in Civil War: Informality, Civil Networks, and Regulation Strategies.”](#) *International Studies Review* 22, no. 3 (2020): 423–440.
- Reuters. [“In Congo, M23 rebels’ latest fight is to revive the economy.”](#)

Recommended:

- The International Crisis Group, "[The M23 Offensive: Elusive Peace in the Great Lakes](#)"
- Ibáñez, Ana María, et al. "The long-term economic legacies of rebel rule in civil war: Micro evidence from Colombia." *Journal of Conflict Resolution* 68, no. 9 (2024): 1825-1855.
- Conrad, Justin M., et al. "Rebel natural resource exploitation and conflict duration." *Journal of Conflict Resolution* 63, no. 3 (2019): 591-616.

Assignments: Extra Credit Due (Fri 7/31, 11:59 PM); Discussion Board & Quiz 7 Due (Sun 8/2)

Week 8 – Migration & Final Exam

M: Migration (Extra) (8/3)

Required:

- Balaam and Dillman, Chapter 17, "Global Health: Refugees and Caring for the Forgotten" (Brightspace, p. 465–480).

Recommended:

- TBD.

W: Catch-up Day (8/5)

Required: No new readings. Prepare for the final exam.

F: Final Exam Due (8/7)

Assignment: Final Exam Due (Fri 8/7, 11:59 PM ET)

***Note:** I reserve the right to adjust the syllabus as needed. Revisions will be shared via email and Brightspace.*

Course, Department, & University Policies

Attendance

This class is conducted online and asynchronous. There is no in-person attendance requirement. However, students are expected to access materials and participate weekly on Brightspace. Plan to log in multiple times each week to complete all required work.

When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747.

Grade Appeals

Appeals will be accepted no sooner than 48 hours and no later than 5 days after students receive their graded assignments. Initial appeals must go directly to the instructor. Each appeal must include a written explanation of the reason for the appeal and responses to written comments on the original assignment where applicable. I reserve the right to adjust the grade in either direction, up or down, in response to the appeal.

Freedom of Expression

In this class, students are encouraged to exercise their right to free inquiry and expression. Students are welcome to express any view on the subject matter introduced by the instructor or other class members within the structure of the course. While students are responsible for learning the content of this course, students remain free to take a reasoned exception to the views presented and to reserve judgment about matters of conscience, controversy, or opinion. When students encounter ideas they find offensive, immoral, or unwise, they are encouraged to engage them with reasons, evidence, and arguments. Course grades will be based on your academic performance, not on the opinions you express. Our commitment to freedom of expression means that no relevant ideas or positions are out of bounds, but disruptive or disorderly behavior, threats, or harassment are strictly prohibited and will be reported to the Office of the Dean of Students.

Nondiscrimination & Accessibility

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. A hyperlink to Purdue's full [Nondiscrimination Policy Statement](#).

Ensuring that Purdue students have access to equitable learning experiences is a priority for myself as an instructor and is a university-wide commitment. The [Disability Resource Center](#) (DRC) is a key partner in this work and is a resource for students and instructors to ensure access is met. Students who anticipate or experience physical or academic barriers based on disability are welcome to let me know so that we can discuss options. Students are also encouraged to contact the Disability Resource Center at drc@purdue.edu or by phone at 765-494-1247.

Academic Integrity

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the [Office of Student Rights and Responsibilities \(OSRR\)](#) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

All submitted assignments will be submitted to the Turnitin Originality checker to assess instances of plagiarism. For issues related to AI, please refer to the policy on chatbots, LLMs, and generative AI.

Policy on Chatbots, LLMs, and/or Generative AI

The use of Artificial Intelligence (AI) must be responsible and only to enhance student learning, not replace student work. Use of AI for work in this class is limited to assisting your work and may not be used for the original creation or significant revision of course assignments. Students must declare when AI was used in the process of creating an assignment. Students who have questions about what would be allowed under the AI policy, please reach out to me.

Generative AI struggles with bias and hallucinations. Citations are especially prone to hallucinations. There are real-world consequences for using generative AI. See [“Environmental Impact of AI.”](#)

Using these tools in impermissible ways or failing to fully disclose use of these tools will both be considered violations of the Academic Integrity policy. I recommend adhering to the guidelines and reaching out if unsure.

Mental Health & Wellness

Students beginning to feel stress, anxiety, or overwhelm, try [Therapy Assistance Online \(TAO\)](#). Sign in via Purdue. Students who need support and information about options and resources, please contact the Office of the Dean of Students at 765-494-1747. Hours of operation are Monday–Friday, 8:00am–5:00pm. Students struggling and in need of mental health services, contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or go to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Students struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at [RecWell](#). Student coaches can help you navigate barriers and challenges throughout the semester. Sign up is free and can be done on BoilerConnect.

Emergencies

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course can be obtained by contacting the instructor via email or phone. Students are expected to read their [@purdue.edu](#) email on a frequent basis.

Basic Needs Security

Any student who faces challenges securing food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students](#) for support. Furthermore, students are welcome to notify the instructor if comfortable doing so. This will enable me to provide any resources that I may possess.