

# GLOBAL AFFAIRS

**Director of undergraduate studies:** Bonnie Weir ([bonnie.weir@yale.edu](mailto:bonnie.weir@yale.edu)); [jackson.yale.edu/academics/the-global-affairs-major/](http://jackson.yale.edu/academics/the-global-affairs-major/)

The Global Affairs major gives students multidisciplinary training to understand and address challenges that we confront as concerned citizens of the world. By their nature, these challenges demand fluency in the approaches and frameworks from multiple disciplines in the social sciences and humanities as well as an ability to translate between scholarship and practice.

The Global Affairs major prepares Yale students for global citizenship and service while giving them the flexibility to shape their own curriculum according to their interests and ambitions. For example, students have concentrated their coursework on human rights and humanitarianism, economic development and poverty, global health, international relations, global environmental policy, and foreign policy and diplomacy, with topics relevant to national and human security.

## COURSES FOR NONMAJORS

Most Global Affairs courses are open to both majors and nonmajors. If a Global Affairs course requires an application, the application will be posted on the Jackson School of Global Affairs website.

## PREREQUISITES

There are no prerequisites for the Global Affairs major.

## INTRODUCTORY REQUIREMENTS

Students must successfully complete eight introductory courses before they can declare Global Affairs as their major. Students are strongly encouraged to complete these introductory courses by the end of their sophomore year.

Once students have completed the introductory requirements, they must complete the major declaration form found on the Global Affairs website. After a student's declaration form is reviewed, the University Registrar's Office will process their formal entry into the major.

Introductory courses required to declare the Global Affairs major include the following:

- (1) Introductory microeconomics (ECON 1108, ECON 1110, or ECON 1115)
- (2) Introductory macroeconomics (ECON 1111 or ECON 1116)
- (3) and (4) Two introductory Political Science courses from different subdisciplines: PLSC 1113 (International Relations), PLSC 1413 (Comparative Politics), or one of the following PLSC 1327, PLSC 1335, PLSC 1352, DRST 0005, or DRST 0006, or PHIL 1178 (Political Theory)
- (5) and (6) Two History courses (any course with a HIST number, enrolling under the HIST number if a cross-listed course)
- (7) GLBL 2121 (ideally taken fall of sophomore year and may not count as an elective)

(8) One advanced course, chosen from game theory (GLBL 2159/ECON 2259), intermediate micro- or macroeconomics (ECON 2121 or ECON 2122), or an approved qualitative methods course (these courses carry the YC GLBL Qualitative Methods attribute)

#### REQUIREMENTS OF THE MAJOR

**Students are held to the requirements in place when they were accepted into the Global Affairs major.** The following requirements, updated for the academic year 2025-2026, must be fulfilled by students entering the major starting in fall 2025.

See Links to the attributes indicating courses approved for Global Affairs major requirements.

Students must take fourteen courses, including the introductory courses. Beyond the eight introductory courses, the major requires 6 additional courses in addition to an L4 language requirement. Students are required to take GLBL 2122 (which may not count as an elective); GLBL 3101; and three global affairs electives from an approved group of courses in the departments of Global Affairs, History, Political Science, Economics, or other departments (these courses carry the YC GLBL Elective attribute). Only two of these three electives may be taught by Senior Fellows and are identified by the attribute, YC GLBL Senior Fellow Elective. Finally, students complete a senior project, either in GLBL 4499, a senior Capstone project, or as a senior essay, either in a seminar of their choosing or in GLBL 4500, the global affairs senior essay course.

**Language requirement** Global Affairs majors are required to take a course designated L4 in a modern language other than English.

**Credit/D/Fail** No course taken Credit/D/Fail may be applied to the requirements of the major, with the exception of a Cr (credit) grade in an L4 language course that may be used to demonstrate proficiency in a foreign language.

#### **Outside credit and Study abroad**

Courses taken at another institution or during a summer or term-time study abroad program may count toward the major requirements with DUS approval after the credit has transferred to Yale. See Study Abroad.

#### SENIOR REQUIREMENT

Majors have three options to fulfill the senior requirement: They may complete a Capstone project in GLBL 4499, write a senior essay in a substantive seminar, or write a senior essay in the global affairs senior essay course GLBL 4500.

In Capstone projects, small groups of students are assigned to a policy task force in which they apply their academic training to a specific real-world problem relevant to global affairs. Each task force presents its findings and recommendations to an external partner such as a government agency, a nongovernmental organization or nonprofit group, or a private-sector organization in the United States or abroad. Capstones are offered only during the fall of the senior year (or, in the case of fall graduates, in the final semester).

Students may instead choose to complete a senior essay in either the fall or spring term of senior year, either in a substantive seminar of their choice or in the global affairs senior essay course GLBL 4500. Students are responsible for securing their own

academic adviser and a secondary reader in both cases. Any current faculty member of Yale University may serve as a senior essay adviser and/or secondary reader.

**Internships** Students in the major are encouraged to take a summer internship in the field of Global Affairs after their junior year. The Jackson School Career Development Office can help students find appropriate internships.

**Study Abroad** Courses taken at another institution or during a summer or term-time study abroad program may count toward the major requirements with DUS approval after the credit has transferred to Yale. Courses taken abroad may count only as electives or, in rare instances, as introductory courses in the major. Global Affairs majors who plan to study abroad should therefore consult the DUS to devise a course of study prior to the term abroad, and to seek provisional approval for the proposed credit. Up to one summer term course and up to two courses per semester abroad may, with DUS approval, be counted toward the major requirements, with a total limit of four such credits.

## SUMMARY OF MAJOR REQUIREMENTS

**Prerequisites** None

**Introductory courses** 8 courses (8 credits) required before declaring the major, to include 2 introductory Economics courses, one from ECON 1108, ECON 1110, or ECON 1115, and one from either ECON 1111 or ECON 1116; 2 Political Science courses from different subdisciplines, as indicated; 2 History courses; GLBL 2121; 1 adv course in intermediate micro- or macroeconomics, game theory, or an approved qualitative methods course

**Number of courses** 14 courses (14 credits), including intro courses and senior req; excluding the language req

**Specific courses required** GLBL 2122 and GLBL 3101

**Distribution of courses** 3 approved electives

**Language requirement** L4 in one modern language other than English

**Senior requirement** GLBL 4499 or GLBL 4500 or in an approved senior seminar

### *Courses*

**GLBL 1223b / HLTH 2300b, Global Health: Challenges and Responses** Laura Bothwell

This class is a foundational course in global health. It examines the social, economic, political, and intellectual trends and transformations that have led to contemporary global health problems and introduces students to systemic responses and central approaches in global health. Course topics are thematically driven according to a focus on the roots of global health challenges and the primary social structures that global societies have erected to understand and manage illness and health, with examples ranging from neglected tropical diseases to systems of global health ethics. Particular attention is given to the health of the poor, equity and inequality, and comparative analysis of global health across regions and cultures. SO o Course cr

**GLBL 1433a / HIST 1733a, The Twentieth Century: A World History** Staff

For most people, almost everywhere, the twentieth century was a time of profound and accelerating change. Someone born in the 1890s could, if they lived a long life, have experienced two world wars, a global depression, collapse of empires, the enfranchisement of women and young people, and the rise of the United States to global power. They could have witnessed the first cars, the first planes, the first radios and TVs, and the first computers. They could have been among the first to swear allegiance to one (or several) of 130 new states, almost twice the number that existed in 1900. They would have been certain to witness massive ecological destruction, as well as unparalleled advances in medicine, science, and the arts. The twentieth century was, as one historian puts it, an age of extremes, and in this class we explore some of these aspects of the age. The class is not intended to be a complete history nor is it one that provides an integrative interpretation of historical events. The aim is rather to enable students to know enough to think for themselves about the origins of today's world and about how historical change is created. HU o Course cr

**GLBL 2121a, Applied Quantitative Analysis** Staff

This course is an introduction to statistics and their application in public policy and global affairs research. Throughout the term we cover issues related to data collection (including surveys, sampling, and weighted data), data description (graphical and numerical techniques for summarizing data), probability and probability distributions, confidence intervals, hypothesis testing, measures of association, and regression analysis. QR o Course cr

**GLBL 2122b, Applied Quantitative Analysis II** Staff

This course introduces students to multiple regression analysis and other tools of causal inference and program evaluation. The course focuses on applying these tools to real data on various topics in global affairs and public policy. Applications are drawn from a wide range of areas including education, social welfare, unemployment, security, health, immigration, the environment, and economic development. We develop the core analytical tools of single and multi-variable regression and discuss fixed effects, difference-in-difference, natural experiment, instrumental variables, regression discontinuity, event study, and matching approaches. Students are trained to thoughtfully produce their own empirical research and to critically consume empirical research done by others. Prerequisite: GLBL 121 or equivalent. QR o Course cr

**GLBL 2159a / ECON 2259a, Game Theory** Benjamin Polak

An introduction to game theory and strategic thinking. Ideas such as dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, and signaling are applied to games played in class and to examples drawn from economics, politics, the movies, and elsewhere. After introductory microeconomics. No prior knowledge of game theory assumed. QR, SO o Course cr

**GLBL 2199b / CPSC 1700b, AI for Future Presidents** Brian Scassellati

AI is becoming an essential tool for not only scientists and engineers, but also for physicians, judges, artists, and presidents. This course is designed for all students, with no prerequisites, and requires no programming. We look at topics that range from job loss due to automation, how machine learning systems are impacting healthcare, the impact of language models on education, and many other topics that are at the front of the headlines today. Will ChatGPT make essays obsolete? Will robots take

my job? How smart will machines become? Students learn some of the basic limits of this technology, understand how to critically analyze public claims made about AI, and understand the societal impact that AI is having. o Course cr

**GLBL 2201b / AMST 2228b / HIST 1128b, Origins of U.S. Global Power** David

Engerman

This course examines the causes and the consequences of American global power in the “long 20th century,” peering back briefly into the 19th century as well as forward into the present one. The focus is on foreign relations, which includes but is not limited to foreign policy; indeed, America’s global role was rooted as much in its economic and cultural power as it was in diplomacy and military strength. We study events like wars, crises, treaties, and summits – but also trade shows and movie openings. Our principal subjects include plenty of State Department officials, but also missionaries, business people, and journalists. We pay close attention also to conceptions of American power; how did observers in and beyond the United States understand the nature, origins, and operations of American power? HU o Course cr

**GLBL 2203a / PLSC 2105a, Globalization and Domestic Politics** Didac Queralt

This course offers students a general introduction to the political consequences of economic globalization (e.g., the rise of populist parties). We identify the winners and losers of tariff policy, foreign aid, and monetary policy (e.g., a strong/weak dollar), and examine how domestic institutions – such as lobbying and electoral systems – reinforce the advantages enjoyed by globalization’s winners, while also creating opportunities for losers to advocate for policy reversal. o Course cr

**GLBL 2287a / PLSC 2404a / SOCY 2830a, Capitalism and Crisis** Isabela Mares

This course provides an introduction to the study of comparative capitalism. We examine how institutions organizing labor markets, finance and the welfare state differ systematically across advanced industrialized countries and the consequence of these differences for a variety of economic and policy outcomes. These include economic growth, unemployment, levels of inequality and so on. Can we meaningfully talk about a German or Swedish model and if so, what are the main institutional arrangements that differ across these economies? How do institutions in these countries differ from more liberal capitalist economies, such as the United States? In the second part of the course, we examine the responses of different countries to a variety of economic shocks. These include the stagflation crisis of the 1970’s, the slowdown in economic growth, deindustrialization, the rise in unemployment and inequality and the migration crisis. We examine how existing political and economic institutions have shaped the policy trade-offs encountered by different countries and we explain the different political responses taken in response to these crises. During the period between November 14 and November 24, enrollment will be limited to majors. After November 24, registration will be opened to all Yale College students. Please register your interest via the Yale Course Search website. SO o Course cr

**GLBL 2383b / ECON 3359b, Games and Information** Benjamin Polak

This is designed to be a “second” game theory course. We build on the learnings from introductory game theory courses like ECON 159/GLBL 159, MGT 822 or the SOM core. The course aims to introduce important ideas and tools from game theory, and use them to answer questions in social sciences, law, and business. For instance, how does information get sold and used to persuade? How do we think about the efficiency and equity of allocations? How do sellers decide the best format for an auction to sell

a good? Does requiring unanimous verdicts guarantee that the innocent will not be convicted? What causes bank runs? When do we see price wars? The underlying ideas include games of incomplete information, mechanism design, common knowledge, and high-order reasoning, and repeated games. Prerequisite: Any introductory game theory course, e.g., ECON/GLBL 159, MGT 822 or Game Theory in the SOM Core.

SO RP o Course cr

**GLBL 2392a, Intelligence, Espionage, and American Foreign Policy** Staff

The discipline, theory, and practice of intelligence; the relationship of intelligence to American foreign policy and national security decision-making. Study of the tools available to analyze international affairs and to communicate that analysis to senior policymakers. Case studies of intelligence successes and failures from World War II to the present. o Course cr

\* **GLBL 2479a / PLSC 3479a, Politics of Corruption and Development** Staff

Corruption threatens to undermine economic development, human flourishing, global security, and trust in government. Anger over political corruption and its effects on development are reaching a boiling point across the globe, as “Gen-Z” protests oust leaders in countries as diverse as Mongolia, Madagascar, and Nepal. This course explores the politics of corruption and anti-corruption mobilization, paying special attention to the role of political institutions in enabling corruption or fostering accountability. While this course focuses primarily on the forms of corruption that impede development in low- and middle-income countries, we also consider historical and contemporary applications to corruption in rich countries, including the United States. Some questions covered include: How do we define, categorize, and measure corruption? When and how does corruption undermine – or, in some cases, facilitate – economic development and state-building? How do kleptocrats maintain power, and when do citizens mobilize against corruption, on the streets or at the ballot box?

**GLBL 3101b, Challenges in Global Affairs** Jennifer Gandhi and Amit Khandelwal  
Challenges in Global Affairs is the singular core course for global affairs majors, intended for students in their junior year. The course is led by senior Jackson faculty and co-taught with other experts to delve into key topics in global affairs. The goal is to teach students how to think systematically about a particular challenge through various lenses, especially those used in economics, history, and political science. The course is a mix of lectures and class discussions. We approach key topics from both a theoretical and a practical perspective. **Note:** Please ensure that you have the course prerequisites below before registering. Students may not enroll in this course without the following three courses (1) introduction to microeconomics (ECON 1115 or equivalently ECON 1110) or a higher-level microeconomics course; (2) at least one History or Political Science course that has dealt with post-1945 history, politics, or international relations; and (3) one econometrics course; or without instructor permission. SO o Course cr

\* **GLBL 3191b, Research Design and Survey Analysis** Justin Thomas

Introduction to research design through the analysis of survey data. Policy and management issues explored using data from the United States as well as from several developing countries. A bridge between the theory of statistics/econometrics and the practice of social science research. Use of the statistical package Stata. Prerequisites: GLBL 121 or equivalent, and an introductory course in statistics or econometrics. SO

**GLBL 3219b / ECON 3375b, Monetary Policy** William English

Introduction to modern macroeconomic models and how to use the models to examine some of the key issues that have faced monetary policymakers during and after the global financial crisis of 2008–2009. Prerequisites: Intermediate level macroeconomics (ECON 122 or 126) and introductory econometrics. WR, SO o Course cr

**\* GLBL 3237a / ECON 2285a, Global Economy** Aleh Tsyvinski

A global view of the world economy and the salient issues in the short and the long run. Economics of crises, fiscal policy, debt, inequality, global imbalances, climate change. The course is based on reading, debating, and applying cutting edge macroeconomic research. SO

**\* GLBL 3289a / HIST 3245a / PLSC 3468a, War and Peace in Northern Ireland**

Bonnie Weir

Examination of theoretical and empirical literature in response to questions about the insurgency and uneasy peace in Northern Ireland following the peace agreement of 1998 which formally ended the three-decade long civil conflict known widely as The Troubles and was often lauded as the most successful of its kind in modern history. Consideration of how both the conflict and the peace have been messier and arguably more divisive than most outside observers realize. SO

**GLBL 3303a / EAST 2721a / SOCY 1702a, Inequality and Social Change in China**

Emma Zang

This course offers an introduction to major social and economic issues in contemporary China. It provides a survey of the ongoing reforms and the Chinese society in transition with a focus on selected policy issues. In most weeks, the first session is reserved for a lecture by the instructor or a guest lecturer, and the second session is reserved for student-led discussions of pre-circulated questions. SO

**\* GLBL 3342b / PLSC 3124b, Studies in Grand Strategy I** Mary Sarotte

The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. The spring term focuses on key moments in history that illustrate strategic thinking in action. During the summer, students undertake research projects or internships analyzing strategic problems or aspects of strategy. The following fall, students put their ideas into action by applying concepts of grand strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. HU, SO

**\* GLBL 3344a / HIST 3783a / PLSC 3125a, Studies in Grand Strategy II** Mary Sarotte

The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. During the fall term, students put into action the ideas studied in the spring term by applying concepts of grand strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Prerequisite: PLSC 321. Previous study courses

in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. SO o Course cr

\* **GLBL 3350a / PLSC 3478a, Democratization and Democratic Reversals** Katharine Baldwin

This course considers the factors that generate changes between democratic political institutions and autocratic ones. What factors encourage democratization and what factors facilitate democratic reversals? Particular attention is given to economic, institutional, and social factors that can protect against democratic reversals, and the levers domestic and international policymakers have for encouraging a democratic future. Students also gain skills in conducting research for policy reports and in writing long and short policy documents. SO

\* **GLBL 3463a or b, Courage and Its Shadows** James Hatch

This course explores the concept of courage—its definitions, dimensions, and enduring importance to human life. Through literature, philosophy, art, and lived experience, we examine how individuals confront fear, seek truth, and act under pressure. Students engage both analytically and creatively with the question: What does it mean to be courageous—and what shadows accompany that courage? SO

\* **GLBL 3834a, What Role Should the U.S. Play in the World?** Leslie Tsou

Should the United States intervene in the affairs of other countries to act as the world's security force, protect its own interests, and promote its liberal democratic values?

Should it stay out of world events and focus on problems at home? Or is there a balance between "Interventionism" and "Isolationism," and, if so, what factors should the United States government take into account in determining this balance? These questions are as old as the United States itself, and the debate continues to rage today. This course examines these questions through the lens of the United States' recent engagements in the Middle East, focusing on the First Gulf War, the War on Terror, the Second Gulf War, Libya, Syria, Iran, Israel/Palestine, and the Gulf states of Saudi Arabia, and Oman as well as Ukraine/Russia. We consider whether the U.S. approach in each case was effective, not effective, or partly effective, and what factors contributed to that outcome. The factors we examine include but are not limited to U.S. security, business and economic interests, and human rights.

\* **GLBL 3835a, The Return of Great Powers: Navigating a New and Uncertain World Order** James Sciutto

This course is a study of a new, unstable world order, with the great power US and its allies in Europe and Asia competing with great power adversaries China and Russia, and allies Iran and North Korea. This new order coincides with a decline in US influence, with its position as sole superpower now past. This course escapes the ivory tower for the many fronts of this emerging conflict – from Ukraine to Taiwan to a new “great game” among the powers in the Global South. It also explores the many new technological fronts in cyberspace, outer space, and the rapidly expanding fields of drone warfare and AI - many of which didn't exist in the last Cold War. We approach this course as witnesses to history unfolding before our eyes, and as aspiring policymakers, discussing ways to reduce the risk this new Cold War turns hot. For the US and its allies, this is a 1939 moment, as this century's despots attempt to remake the world by force of arms. For all nations, it is a test of their ability to defend strategic interests while avoiding a devastating great power war. SO

\* **GLBL 3839a or b, The Impact of War on Its (Willing and Unwilling) Participants**

James Hatch

This course delves into the intricate relationship between humanity and violence, whether it is state-sponsored or tribal. Students investigate the diverse impacts of armed conflict—covering physical, psychological, spiritual, and collective dimensions—while also considering the potential utilitarian benefits of collective military actions. By adopting an interdisciplinary approach, the course analyzes both historical and contemporary violent conflicts, emphasizing the experiences of civilians and combatants, as well as the often-overlooked long-term consequences of warfare. The goal is to develop a profound understanding of the human cost of war and to promote critical thinking about conflict resolution and peacebuilding. The course material is challenging and profound, addressing difficult topics such as mass violence, death, rape, child abuse, and other human tragedies. The texts highlight the brutality inflicted by political leaders and the experiences of state agents tasked with executing violence. This course is designed to explore the human experience of war with courage and conviction, ultimately guiding students toward a reflective examination of the wide-ranging human experiences associated with conflict. SO

\* **GLBL 3857a, Contending with Israel-Palestine** Robert Malley

This course takes an in-depth look at important questions surrounding the Israeli-Palestinian conflict: the parties' competing perspectives and historical narratives; why the conflict has proved so intractable and peacemaking efforts so inadequate; why it has assumed such importance in international politics and in the United States; the status of Israel-Palestine today; internal debates regarding the conflict among Palestinians, Israelis, and Americans; the function and limits of third-party mediation; the question of media coverage; and the search for new solutions. In that sense, the course does not purport to offer a comprehensive history of the conflict, but rather a critical examination of the larger and oftentimes very difficult and emotional themes that it raises. The syllabus is a live document; it will be modified and updated in response to class discussions and on-the-ground developments. SO

\* **GLBL 3902b, U.S.-China Economic Relations: Globalization or Decoupling?**

Hanscom Smith

For three decades after China's economic opening in 1979, and especially after China's 2001 accession to the WTO, U.S.-China economic relations were based on a U.S. assumption that China would integrate into the U.S.-backed international economic order. China's rapid growth and adherence to a state-oriented economic model, however, combined with globalization's challenges to the liberal economic system, have significantly increased tensions between the world's two biggest economies. This course examines the factors driving economic friction between the United States and China, and is divided into four sections. The course is taught by a practitioner who spent over a decade managing U.S. Government economic policy in and on China. SO

\* **GLBL 4307b / ECON 4467b / ECON 467, Economic Evolution of the Latin American and Caribbean Countries** Ernesto Zedillo

Economic evolution and prospects of the Latin American and Caribbean (LAC) countries. Topics include the period from independence to the 1930s; import substitution and industrialization to the early 1980s; the debt crisis and the "lost decade"; reform and disappointment in the late 1980s and the 1990s; exploration

of selected episodes in particular countries; and speculations about the future.

Prerequisites: intermediate microeconomics and macroeconomics. SO

**GLBL 4308a / ECON 4424a, Central Banking** William English

Introduction to the different roles and responsibilities of modern central banks, including the operation of payments systems, monetary policy, supervision and regulation, and financial stability. Discussion of different ways to structure central banks to best manage their responsibilities. Prerequisites: Intermediate Microeconomics, Intermediate Macroeconomics, and Introductory Econometrics. SO  
o Course cr

\* **GLBL 4310a / ECON 4407a, International Finance** Ana Fielor

A study of the implications of increasing integration of the world economy, through international trade, multinational production, and financial markets. Topics include foreign exchange markets, capital flows, trade and current account imbalances, coordination of monetary and fiscal policy in a global economy, financial crises and their links to sovereign debt crises and currency devaluations. Prerequisite: intermediate macroeconomics or equivalent. SO o Course cr

\* **GLBL 4394a / ANTH 4809a / ER&M 3594a / EVST 4422a / F&ES 422, Climate and Society: Perspectives from the Social Sciences and Humanities** Michael Dove

Discussion of the major currents of thought regarding climate and climate change; focusing on equity, collapse, folk knowledge, historic and contemporary visions, western and non-western perspectives, drawing on the social sciences and humanities. WR, SO

\* **GLBL 4405a / PLSC 3456a, Self-Determination, Secession & Accommodation**  
Maria Jose Hierro

This seminar offers specialized instruction on self-determination and secession, combining insights from scholarly research with in-depth case study analysis to explore the complexity of contemporary secessionist conflicts. We focus on two key multinational states: Spain – an advanced Western democracy – examined through Catalonia’s independence movement, and India – an influential Global South country – through the case of Tamil Nadu. The course also engages with other high-profile cases, such as Greenland, Somaliland, and Republika Srpska, paying particular attention to the role and strategic interests of the United States in shaping international responses and influencing the trajectory of these conflicts. Students should have taken at least one Comparative Politics and/or International Relations introductory course. SO

\* **GLBL 4425a, Atrocity Prevention** David Simon

Can atrocities be prevented? This course considers the ways in which episodes of genocide, crimes against humanity, and war crimes might be preventable. It looks at ways in which models of atrocities yield corresponding models of prevention, and then what policies those models, in turn, recommend. We consider a broad number of cases of prevention, devoting attention to the different phases and agents of the prevention efforts in question. We analyze the extent to which prevention efforts at different levels have been successful while being mindful of the costs that accompanied them. We aim to draw conclusions about what strategies key actors can deploy to reduce the incidence of mass atrocities throughout the world. SO

**GLBL 4500b, The Senior Thesis in Global Affairs** Bonnie Weir

A one-term course for students writing their Global Affairs senior thesis. Participants share proposals, literature reviews, and drafts of their essays amongst themselves and receive feedback on ideas and methods from their peers.

\* **GLBL 4830a / ECON 4465a / EP&E 4224a, Debating Globalization** Ernesto Zedillo

Facets of contemporary economic globalization, including trade, investment, and migration. Challenges and threats of globalization: inclusion and inequality, emerging global players, global governance, climate change, and nuclear weapons proliferation. Prerequisite: background in international economics and data analysis. Preference to seniors majoring in Economics or EP&E. SO RP