

Contemporary Challenges in the Global Community

Department of Political Science
University of Western Ontario

Winter, 2026

Professor: Dr. Blair Welsh

Office Hours: Tuesdays from 1pm-2pm

Class Time: Tuesdays 10.30am-12.30pm

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Class Location: UCC 54A

Course Description

This fourth-year seminar examines major contemporary challenges in the global community through the lens of experimental research methods in political science. The course surveys a wide range of pressing issues—including women’s empowerment, political repression and dissent, intergroup contact and social cohesion, refugee movements and migration, peacekeeping and peacebuilding, human rights enforcement, post-conflict reconciliation, gender-based violence, human trafficking, and climate change. Students will engage with randomized controlled trials and field experiments that test causal mechanisms and evaluate interventions addressing these global challenges. Across these topics, students will develop skills in experimental design, learn to critically evaluate causal claims, and assess how rigorous empirical research can inform policy and practice. Emphasis is placed on understanding research methods, critically discussing experimental findings, and synthesizing insights across diverse areas of global politics.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the logic and design of randomized controlled trials and field experiments as tools for establishing causal relationships in political science research.
2. Critically evaluate experimental studies across multiple issue areas, including women’s empowerment, conflict and violence, migration, human rights, and climate politics, assessing the validity of causal claims and the robustness of findings.
3. Analyze the strengths and limitations of experimental research designs, including issues of internal and external validity, ethical considerations, and practical constraints in field settings.

4. Synthesize insights from experimental evidence across diverse global challenges, identifying common mechanisms and contextual factors that shape political and social outcomes.
5. Communicate complex research designs and empirical findings clearly and persuasively through seminar discussion, oral presentation, and concise analytical writing.
6. Connect experimental research to policy interventions and real-world applications, demonstrating the ability to assess how rigorous evidence can inform practice while recognizing limitations in generalizability.
7. Engage respectfully and constructively in seminar dialogue, providing thoughtful feedback on research design and contributing to a collaborative intellectual environment.

Teaching and Learning Methodologies

This course has one in-person seminar per week. The seminar is two hours in duration and will feature group work, student-led presentations, research workshops, and discussion sessions centered around the assigned readings. All assigned readings are available on OWL.

Expectations

This is an upper-level course and I have high expectations of students at Western. I expect students to attend class regularly, arrive on time and prepared, and conduct themselves with respect and courtesy toward others. Students can expect the same from me.

Students are expected to read the required materials *prior* to class. The readings may be overwhelming when read all at once, so I recommend a daily discipline of reading.

All materials will be posted on the class page. This course assumes familiarity with the structure of the international system and basic international relations concepts, as well as intermediate data science and research design skills. Students are strongly encouraged to follow current events through a major newspaper with reputable coverage of foreign affairs. I recommend, in particular, the *New York Times*, *The Washington Post*, *BBC News*, *The Economist*, and *Foreign Affairs*.

Assignments

Attendance and Participation, 30%

Attendance is expected and will be taken each class. Students are permitted *one unauthorised absence* without penalty. Additional unexcused absences will result in deductions of one letter grade (10 points) for each absence. Beyond attending class, students are expected to read the assigned materials *prior* to class and participate actively. Participation will be assessed through two components: **Reading Quizzes (15%)**. Throughout the semester, there will be 5 unannounced quizzes based on the required readings. Each quiz will consist of four simple true or false questions designed only to confirm completion of the readings. Students may drop their lowest quiz score (or a missed quiz), so the final grade will be based on the best 4 of 5 quizzes. Quizzes will

be short (no more than 5 minutes) and administered at the beginning of class. **Seminar Engagement (15%)**. This portion reflects students' contributions to seminar discussions. Credit will be given for consistent engagement, evidence of preparation, and constructive dialogue with peers.

Participation Rubric (0–100 scale):

- **100% (Exceptional):** Attends all classes with no unexcused absences. Contributes thoughtfully in nearly every class. Demonstrates excellent preparation and deep engagement with the readings. Regularly synthesizes ideas across weeks, raises analytical questions, and elevates the overall quality of discussion. Contributions show leadership and intellectual maturity.
- **90% (Excellent):** Attends all or nearly all classes. Participates in most sessions with insightful comments. Demonstrates strong understanding of the readings and occasionally connects ideas across topics. Preparation is consistently high, with contributions that extend discussion even if not at the exceptional frequency or depth of a 10/10 student.
- **80% (Very Good):** Attends nearly all classes with no unexcused absences. Participates regularly but not consistently week-to-week. Demonstrates clear understanding of the readings, though contributions may be more descriptive than analytical or lack deeper synthesis. Reliable and engaged, but not consistently high-level.
- **70% (Good):** Attends most classes. Participates occasionally with comments that show basic understanding of the readings. Preparation is uneven or contributions are limited in depth. Engages with peers but rarely initiates discussion or connects ideas across readings.
- **60% (Satisfactory):** Attends most classes but participates infrequently. Shows partial or irregular preparation. Contributions, when made, are brief, purely descriptive, or only loosely connected to the readings. Limited engagement with peers.
- **50% (Poor):** Attendance is inconsistent. Rarely participates or is frequently unprepared. Comments do not demonstrate engagement with the assigned materials or do not contribute meaningfully to seminar discussion.
- **40% or below (Failing):** Multiple unexcused absences. Almost never participates or consistently arrives unprepared. Contributions, if any, are off-topic or unconstructive. Does not meet baseline expectations for a fourth-year seminar.

Seminar Presentation, 20%

Each student will deliver one solo or group presentation during the semester. Presentations will be 15 minutes in length and should not simply summarize the assigned readings. Instead, students are expected to engage the materials analytically: identifying the central arguments, showing how the readings connect or diverge, situating them within broader debates, and explaining what they collectively tell us about the week's topic. Students should also draw at least one connection to contemporary events, policy debates, or recent empirical developments relevant to the theme.

Effective presentations will demonstrate a clear understanding of the texts, offer critical reflections (e.g., strengths, weaknesses, assumptions), and raise questions that help guide the seminar discussion. **Presenters should submit a 500 word summary 24 hours before their presentation**, which will be circulated to all students.

Creative Project, 50%

Students will produce a creative, public-facing project that engages with scholarly research on a course-related topic. Projects must demonstrate substantial effort and rigorous engagement with the literature. Options include: a podcast series (2-3 episodes, 20-30 minutes each) featuring interviews with researchers or narrative storytelling; a photography or visual storytelling portfolio (20-30 photographs with analytical captions grounded in the literature); a documentary short film (15-25 minutes) exploring a global challenge through researcher interviews or affected communities; a policy brief (15 pages) with accompanying op-eds for different audiences; or a public educational module with lesson plans and materials for practitioners. Alternative projects will be considered. All creative projects must be accompanied by a 2500-word reflective essay that synthesizes the scholarly literature, explains how the project translates or applies this research, discusses its scholarly and public significance, and reflects critically on the challenges of communicating academic research to broader audiences.

Writing Guidelines

Unless otherwise specified, all written work should be single-spaced with 12-point Times New Roman font and 1 inch margins. All references and quotations should be cited in the text with author and year (and page number if a quote is used), and full citations should be included in the bibliography. Example in-line citation: (Brown 1997) or (Brown 1997, 10).

Here are a list of helpful documents that you might find useful during the course:

- Amelia Hoover Green's (2013) 'How to Read' for Political Science Guide: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- Amelia Hoover Green's (2021) Writing Guide: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/writing-guide.pdf>.
- Steven Miller's (2014) Guide on Reading a Regression Table: <https://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>.

Methods Guidelines and Recommended Pre-Semester Readings

The course assumes intermediate research design and quantitative methods skills. To prepare for this course, students are encouraged to read 2-3 of the following accessible introductions to experimental research methods before the semester begins. These readings provide foundational knowledge that will help you engage more deeply with the experimental studies we examine throughout the course.

- Glennerster, Rachel, and Kudzai Takavarasha. 2013. "Chapter 1: Why Randomize?" In *Running Randomized Evaluations: A Practical Guide*. Princeton University Press. pp. 9-22.

- Banerjee, Abhijit, and Esther Duflo. 2011. "Chapter 1: To Start at the Beginning" and "Chapter 2: A Billion Answers to a Billion Questions." In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. pp. 1-38.
- Dunning, Thad. 2012. "Chapter 1: Introduction: Causal Inference and the Quest for Causal Identification." In *Natural Experiments in the Social Sciences: A Design-Based Approach*. Cambridge University Press. pp. 1-16.
- Banerjee, Abhijit V., and Esther Duflo. 2009. "The Experimental Approach to Development Economics." *Annual Review of Economics* 1: 151-178. [Focus on pp. 151-165 for an overview]

Academic Policies

Artificial Intelligence Software

All written assignments will be evaluated using plagiarism software. The policy on academic offences is outlined below. Any evidence of plagiarism or other breaches of academic integrity will be harshly dealt with. Copying or paraphrasing the work of other students, or of essays on the internet, is not acceptable. The use of ChatGPT, Quillbot, or Grammarly are not permitted for any assignments in class. AI detection software will be used on all assignments. Submissions that are determined to have relied on AI assisted technologies in whole or in part will be given a failing (F) grade.

Late Policy

It is the student's responsibility to make sure assignments are correctly uploaded and sent. Late submissions for assignments will not be accepted unless an extension has been granted. Extensions will only be granted for documented medical and compassionate reasons.

Medical and Compassionate Extensions

If illness prevents you from coming to class or from turning in assignments on time, the illness must be documented according to Western's Policy on Accommodation for Illness (https://www.uwo.ca/arts/counselling/procedures/medical_accommodation.html). To obtain any accommodation, you must email appropriate documentation to the Academic Counselling office. All requests for medical or compassionate extensions must go through this office only. The Accommodation request is emailed to professors shortly after, and it is the student's responsibility to follow up with professors and make the appropriate arrangements if approved.

Requests for Re-Assessment of Graded Work

If you believe there has been a mistake in the grading of your work, you may request a re-assessment. In accordance with the University's policy on requests for relief from academic decisions, students are encouraged to first seek informal resolution with the instructor. To request a re-assessment, you must email me no sooner than 48 hours after grades are released, and within two weeks of receiving your grade. Your email must include: (a) the original graded assignment, and (b) a clear written explanation justifying why you believe the grade should be reconsidered,

referencing specific criteria or errors. Please note that I will re-evaluate the entire assignment. As such, your grade may be raised, lowered, or remain the same. Re-assessments are intended for cases of genuine grading concern, not dissatisfaction with a mark. If you remain unsatisfied with the outcome of the re-assessment, you may pursue further action in accordance with university policy; details are available in the official policy document: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/requests_for_relief_from_academic_decisions.pdf.

Grade Bumps

I understand how important grades can be for future plans, including applications to Ivey, law school, graduate programs, or scholarships. That said, I do not provide grade bumps, make-up work, or extra credit. Grades must be determined based on academic performance and applied consistently to all students, and offering discretionary adjustments would be unfair to others in the same position.

Attendance

Students are expected to attend all classes. For success in the course, students are advised to complete the assigned readings *before* coming to class and to ask questions, make comments, and engage with the instructor and fellow classmates during class hours.

Electronic Devices

Students are permitted to bring laptops and digital devices to class; however, their use is limited to specific academic purposes. Devices may only be used when prompted for in-class demonstrations, exercises, or note-taking. Any use of electronic devices outside of these approved purposes (e.g., for personal browsing, social media, or unrelated activities) is not permitted. Students found using devices for non-academic purposes will be asked to leave the class. Please be mindful and respectful of the learning environment.

Email

I check e-mail regularly and will respond to your emails within 48 hours if your email is received during the week (Monday through Friday). However, please do not wait until the last minute to email me if there is something urgent you need to communicate.

Children and Childcare

I fully support efforts to balance academic responsibilities with family needs. Students who need to bring children to class are encouraged to do so in a way that ensures minimal disruption to the learning environment; though I do not expect class time to be used for childcare indefinitely. If you require accommodations or need to step out for childcare needs, please feel free to do so as necessary. If you have any specific concerns or require additional accommodations, please don't hesitate to reach out to me privately.

Academic Integrity and Academic Offences

At Western, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://uwo.ca/univsec/pdf/academic_policies/appeals/undergrad_scholastic_offence_procedure.pdf.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

Western is committed to providing equal educational opportunity and participation for students with disabilities. If you have any questions or would like to have further information about support services offered to students, please visit the Registrarial Services webpage (<http://www.registrar.uwo.ca>) or the Student Support Services webpage (<http://westernusc.ca/services/>).

Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/gethelp.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Mental Health Resources

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Recommendation Policy

One important part of my job is supporting students in their continued study and future careers. I am honored to serve as a reference or write letters of recommendation for jobs, internships, and

graduate programs. If you are considering asking me, please read the following guidelines.

Should You Ask Me?

Strong applications depend on strong letters (i.e., letters that are enthusiastic, detailed, and written by someone who knows your strengths well). Before requesting a letter from me, please consider:

- How well do I know you? I can write an effective letter if I can speak to your work ethic, writing and analytical skills, intellectual curiosity, creativity, leadership, communication, and professionalism.
- What is the context in which I know you? Did you participate meaningfully in class? Visit office hours? Engage in discussions? A grade alone without interaction is rarely enough for me to write substantively.
- Most programs require me to rank you relative to other students. Therefore, I can only write for students who have completed **two** of my courses or worked with me in a research or mentoring capacity.

Request Timeline and Confidentiality

If you plan to ask for a letter, please extend two courtesies:

- **Give at least two weeks' notice.** This ensures I can write a thoughtful letter amid other obligations.
- **Waive your right to view the letter.** Programs place more trust in confidential letters, and I will only agree to write if I can sincerely endorse your application.

What Do I Need From You?

To help me write a complete, timely, and tailored letter, please provide:

- **Submission details:** How I should submit (online form, email upload, Interfolio, etc.).
- **Deadline:** Please specify whether it is fixed or rolling. If it's fixed, specify when the exact deadline is (i.e., when the letter needs to be sent or uploaded).
- **Application materials:** Including, but not necessarily limited to: CV/resume, transcript, application form, essay, writing sample. If you will not have the materials completed two weeks before the deadline, you are very welcome to send draft materials.
- **Additional context:** If there are qualities, projects, or connections to my course you'd like emphasized, let me know. If personal or health challenges have affected your transcript or timeline, you may share this briefly so I can address it appropriately—but you are never obligated to disclose more than you wish.

Further Appendix

For the Departmental Appendix, including further information on policies, please see <https://politicalscience.uwo.ca/undergraduate/docs/outlines/2025-26/APPENDIX%20TO%20UNDERGRADUATE%20COURSE%20OUTLINES1.pdf>.

Course Calendar and Schedule

The substance of course might change depending on the progress of the class. All required readings are available on OWL.

Week 1, No Class

To prepare for this course, students are strongly encouraged to read 2-3 of the following accessible introductions to experimental research methods:

1. Glennerster, Rachel, and Kudzai Takavarasha. 2013. "Chapter 1: Why Randomize?" In *Running Randomized Evaluations: A Practical Guide*. Princeton University Press. pp. 9-22.
2. Banerjee, Abhijit, and Esther Duflo. 2011. "Chapter 1: To Start at the Beginning" and "Chapter 2: A Billion Answers to a Billion Questions." In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. pp. 1-38.
3. Banerjee, Abhijit V., and Esther Duflo. 2009. "The Experimental Approach to Development Economics." *Annual Review of Economics* 1: 151-178. [Focus on pp. 151-165 for an overview]

Week 2, January 13: Introduction

This week introduces students to randomized controlled trials as a research method. The readings provide the theoretical foundation for experimental design and showcase landmark field experiments in political behavior and labor market discrimination. Required readings:

1. Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. New York: W.W. Norton. Chapter 1.
2. Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102(1): 33-48.
3. Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94(4): 991-1013.

Week 3, January 13: Empowerment of Women

This week examines experimental approaches to women's empowerment through social norms, political participation, and property rights. The readings demonstrate how field experiments reveal barriers to women's agency and test interventions designed to expand women's economic and political participation. Required readings:

1. Bursztyn, Leonardo, Alessandra L. González, and David Yanagizawa-Drott. 2020. "Misperceived Social Norms: Women Working Outside the Home in Saudi Arabia." *American Economic Review* 110(10): 2997-3029.

2. Beath, Andrew, Fotini Christia, and Ruben Enikolopov. 2013. "Empowering Women Through Development Aid: Evidence from a Field Experiment in Afghanistan." *American Political Science Review* 107(3): 540–557.
3. Fertig, Alexander, Alexandra Hartman, Lakshmi Iyer, and Edmund Malesky. 2025. "A Field of Her Own: Property Rights and Women's Agency in Myanmar." *The Journal of Politics*.

Week 4, January 20: Repression and Dissent

This week explores how states use repression, why they target specific populations, and how individuals and groups mobilize in response. The readings link macro-level theories of state coercion to micro-level evidence on protest, identity framing, and political participation. Required readings:

1. LeBas, Adrienne, and Lauren E. Young. 2024. "Repression and Dissent in Moments of Uncertainty: Panel Data Evidence from Zimbabwe." *American Political Science Review* 118(2): 584–601.
2. Bonilla, Tabitha, and Alvin B. Tillery. 2020. "Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test." *American Political Science Review* 114(4): 947–962.
3. Reny, Tyler T., and Benjamin J. Newman. 2021. "The Opinion-Mobilizing Effect of Social Protest against Police Violence: Evidence from the 2020 George Floyd Protests." *American Political Science Review* 115(4): 1499–1507.

Week 5, January 27: Social Cohesion and Intergroup Contact

This week investigates whether and how intergroup contact reduces prejudice and builds social cohesion across religious and ethnic divides. The readings test contact theory through field experiments in conflict-affected societies, examining both short-term attitude changes and longer-term behavioral effects. Required readings:

1. Scacco, Alexandra, and Shana S. Warren. 2018. "Can Social Contact Reduce Prejudice and Discrimination? Evidence from a Field Experiment in Nigeria." *American Political Science Review* 112(3): 654–677.
2. Mousa, Salma. 2020. "Building Social Cohesion Between Christians and Muslims Through Soccer in Post-ISIS Iraq." *Science* 369(6505): 866–870.
3. Grady, Christopher, Rebecca Wolfe, Danjuma Dawop, and Lisa Inks. 2023. "How Contact Can Promote Societal Change Amid Conflict: An Intergroup Contact Field Experiment in Nigeria." *Proceedings of the National Academy of Sciences of the United States of America* 120(43): e2304882120.

Week 6, February 3: Refugees and Migration

This week focuses on forced displacement, refugee return, and public reactions to refugee inflows. The readings highlight both the security consequences of refugee movement and the individual-level psychological and social dynamics shaping refugee–host community relations. Required readings:

1. Adida, Claire L., Adeline Lo, and Melina R. Platas. 2018. "Perspective Taking Can Promote Short-Term Inclusionary Behavior Toward Syrian Refugees." *Proceedings of the National Academy of Sciences of the United States of America* 115(38): 9521–9526.
2. Quattrochi, John, Ghislain Bisimwa, Peter van der Windt, and Maarten Voors. 2022. "Cash-like Vouchers Improve Psychological Well-Being of Vulnerable and Displaced Persons Fleeing Armed Conflict." *PNAS Nexus* 1(3): pgac101.
3. Simon, Miranda, Cassilde Schwartz, and David Hudson. 2024. "Can Foreign Aid Reduce the Desire to Emigrate? Evidence from a Randomized Controlled Trial." *American Journal of Political Science*.

Week 7, February 10: Peacekeeping and Peacebuilding

This week evaluates the effectiveness of peacekeeping and post-conflict peacebuilding. The readings connect classic quantitative research on peacekeeping outcomes with newer work on norm compliance, gender dynamics, and unintended harms in peacekeeping missions. Required readings:

1. Doyle, Michael W., and Nicholas Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review* 94(4): 779–801.
2. Karim, Sabrina, and Kyle Beardsley. 2016. "Explaining Sexual Exploitation and Abuse in Peacekeeping Missions: The Role of Female Peacekeepers and Gender Equality in Contributing Countries." *Journal of Peace Research* 53(1): 100–115.
3. Beber, Bernd, Michael Gilligan, Jenny Guardado, and Sabrina Karim. 2017. "Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia." *International Organization* 71(1): 1–30.

Week 8, February 17: No Class (Reading Week)

Week 9, February 24: Human Rights

This week examines whether international human rights treaties and enforcement strategies actually improve human rights practices. The readings provide competing theoretical expectations and empirical evidence on treaty design, domestic incentives, and naming-and-shaming campaigns. Required readings:

1. Hathaway, Oona A. 2002. "Do Human Rights Treaties Make a Difference?" *The Yale Law Journal* 111(8): 1935–2042.

2. Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49(6): 925–953.
3. Hafner-Burton, Emilie M. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62(4): 689–716.

Week 10, March 3: Reintegration and Reconciliation

This week explores accountability, punishment, and social repair in post-conflict societies. The readings examine preferences for retribution versus reconciliation when confronting enemy collaborators, and the long-term consequences of conflict-related violence on community cohesion and punishment norms. Required readings:

1. Kao, Kristen, and Mara R. Revkin. 2023. "Retribution or Reconciliation? Post-Conflict Attitudes Toward Enemy Collaborators." *American Journal of Political Science* 67(2): 358–373.
2. Lindsey, Summer. 2022. "Conflict, Protection, and Punishment: Repercussions of Violence in Eastern DR Congo." *American Journal of Political Science* 66(1): 187–204.
3. Curiel, María Ignacia, Cyrus Samii, and Mateo Vásquez-Cortés. 2023. "Democratic Integration of Former Insurgents: Evidence from a Civic Inclusion Campaign in Colombia." *The Journal of Politics* 85(3): 919–932.

Week 11, March 10: Gender-Based Violence

This week focuses on gendered experiences of violence and institutional responses to gender-based harm. The readings cover police responsiveness, media interventions, institutional reforms, and the political conditions that structure women's access to justice and protection. Required readings:

1. Green, Donald P., Anna M. Wilke, and Jasper Cooper. 2020. "Countering Violence Against Women by Encouraging Disclosure: A Mass Media Experiment in Rural Uganda." *Comparative Political Studies* 53(14): 2283–2320.
2. Jassal, Nirvikar. 2020. "Gender, Law Enforcement, and Access to Justice: Evidence from All-Women Police Stations in India." *American Political Science Review* 114(4): 1035–1054.
3. Alcocer, Marco, Rachel Skillman, and Angie Torres-Beltran. 2025. "Female Mayors and Violence Against Women: Evidence from Mexico." *Political Science Research and Methods*: 1–8.

Week 12, March 17: Forced Labor and Human Trafficking

This week investigates the causes and consequences of trafficking, labor exploitation, and risky migration. The readings combine experimental and observational work to show how information, institutions, and global labor markets shape vulnerability to exploitation. Required readings:

1. Barsbai, Toman, Victoria S. Licuanan, Andreas Steinmayr, Erwin R. Tiongson, and Dean Yang. 2021. "Information and Immigrant Settlement." Working Papers in Economics and Statistics, no. 2021-30. Innsbruck: University of Innsbruck.
2. Tjaden, Jasper, and Felipe Alexander Dunsch. 2021. "The Effect of Peer-to-Peer Risk Information on Potential Migrants—Evidence from a Randomized Controlled Trial in Senegal." *World Development* 145: 105488.
3. Boittin, Margaret, Elizabeth D. Herman, Cecilia Hyunjung Mo, Sarah Rich-Zendel, and Soo Sun You. 2021. "The Long-Term Effects of an Awareness-Raising Campaign on Human Trafficking Vulnerability: An Experimental Study in Nepal." Round 3 Report.

Week 13, March 24: Climate Change

This week examines how climate shocks shape public attitudes, migration, and political behavior. The readings integrate global survey data, experimental evidence, and work on displaced populations to illustrate how climate change reshapes social and political priorities. Required readings:

1. Bergquist, Parrish, and Christopher Warshaw. 2019. "Does Global Warming Increase Public Concern about Climate Change?" *The Journal of Politics* 81(2): 687–702.
2. Arias, Sabrina B., and Christopher W. Blair. 2024. "In the Eye of the Storm: Hurricanes, Climate Migration, and Climate Attitudes." *American Political Science Review* 118(4): 1593–1613.
3. Hass, Nicholas, Prabin Khadka, and Blair Welsh. 2025. "The Awareness and Prioritization of Climate Change in Displaced Communities: Evidence from Somalia." Working Paper.