INTERNATIONAL CONFLICT RESOLUTION (ICR)

International Conflict Resolution Curriculum

The specialization seeks to integrate theory and practice, providing a venue for leading practitioners and scholars to prepare the next generation of conflict resolution specialists.

Contact Us

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The International Conflict Resolution (ICR) Specialization requires 9 points, consisting of 1 three-point core course and 2 three-point courses (or 6 points total) in electives approved by the Specialization Director.

Required Course

One course (3 points)

Points

INAF U6391 Conflict Resolution 3

Electives

Select two electives or other courses with Specialization Director Approval. (6 points)

Points

IAIA U6310 Diplomacy in Practice: the EU & the World 1.50

INAF U6348 Engaging Non-State Armed Groups: Lessons from the UN and Beyond 1.50

INAF U6361 Gender, Conflict, and Peacebuilding 1.50

Degree Audit Report

Matriculated students in this program can view their degree audit report on Stellic.
INAF U6391 Conflict Resolution. 3.00 Points.
Category: EPD:Political, ICR, ISP
ICR Students Receive Priority
This course introduces the study and practice of international conflict resolution, providing students with a broad understanding of the subject and a framework for approaching more specific strands of study offered by CICR. Can a war be stopped before it starts? Is it realistic to talk about ‘managing’ a war and mitigating its consequences? What eventually brings adversaries to the negotiating table? How do mediation efforts unfold and how are the key issues resolved? Why do peace processes and peace agreements so often fail to bring durable peace? Students will address these and other fundamental questions in order to develop an understanding of international conflict resolution

Electives
IAIA U6310 Diplomacy in Practice: the EU & the World. 1.50 point.
Category: EPD:Political, ICR, ISP, IO/UNS
The course will introduce students to the practice of modern diplomacy through case studies of global or regional crises and the EU’s response to them. Students will learn how foreign policy is devised and implemented from the perspective of a professional diplomat. The course will start with an introduction to the history of EU foreign policy and then to the institutions and instruments involved in foreign affairs. Each class will then focus on specific case studies starting with the EU approach to its different international partners: allies (transatlantic partnership and UN system), neighbors (the Southern Neighboring policy, the Eastern Partnership, the new European Political Community), and the rest of the multipolar world (Russia, China, India, Turkey,…); then the situation in Ukraine; the conflicts in the Middle East region (Libya, Syria, Middle East peace process) and the Iran nuclear agreement; lastly, the migration crisis. The final class will wrap up the course with a reflection on lessons learned and possible future developments of EU foreign policy’s organization and agenda. In each case, students will explore the interplay between the various instruments of foreign policy, including crisis management, defense and security, trade, financial aid, humanitarian assistance, and public diplomacy.

INAF U6348 Engaging Non-State Armed Groups: Lessons from the UN and Beyond. 1.50 Point.
Category: EPD:Political, ICR, ISP, MIA/MPA: Short Course, IO/UNS
Fall 2023 Course Dates: October 7-8; Spring 2024 Course Dates: February 3 & 4
Over the past decade, the number of civil wars globally has increased dramatically, driven by a proliferation of non-state armed groups, illicit transnational networks and regional actors. The rise of civil wars has meant conflicts are not only harder to resolve via traditional forms of diplomacy, but also more likely to relapse; in fact, 60 per cent of the civil wars that reached peace agreements in the early 2000s have since fallen back into conflict. As an organization created to prevent wars between states, the UN has struggled to meet the challenges of today’s conflicts, particularly when it comes to engaging non-state actors. At the same time, the UN is often uniquely positioned to make contact with armed groups that may be blacklisted by key member states, and it is often UN peace operations that are best placed to implement strategies to address the various threats they pose. What are the origins of the growth of today’s form of non-state armed groups and why have they increased in relevance in recent years? How has the rise of rebel and so-called “terrorist” groups affected the character of war today, and what implications does this have for conflict prevention and management? What challenges (and opportunities) do non-state actors pose to traditional forms of conflict resolution, and what can be learned from the UN’s experiences in places like Afghanistan, the Democratic Republic of the Congo, and Mali? Drawing on a mix of academic literature, case studies and first-hand accounts of those involved directly in UN-led operations in the field, students will explore these questions and grapple with the very real predicaments that face today’s mediators and peacekeepers around the world. By the end of this course, students will have a firm grasp of the core theories and concepts that drive UN engagement with non-state actors, how the UN and its partners have developed strategies in asymmetrical and complex environments, and a practical experience of the difficulties of applying principles to reality. This course will be of interest to those wishing to pursue academic research on the UN, scholars of critical studies of international relations, and those hoping to build a career in conflict resolution and management.
INAF U6361 Gender, Conflict, and Peacebuilding. 1.50 Point.
Category: EPD:Political, EPD:Social, GPP, ICR, IO/UNS, ISP; MIA/MPA: Short Course
Fall 2023 Course Dates: TBA

October 2023 marks 23 years since the UN Security Council unanimously adopted resolution 1325 on women, peace and security. An additional 9 resolutions have since been adopted. This agenda is the first time in the UN’s 50-year history that women’s experiences and particularly their contributions to the promotion of peace and security in contexts of violent conflict, closed political space and rising extremism is acknowledged. It is also the first time that the need for women’s protection was noted strongly. The resolution marks a clear watershed in the evolving efforts to promote human security as a normative framework for the international community. Although the primary focus is on women, the emerging discourse has drawn increasing attention to the need for gendered analysis – i.e., addressing the conditions/experiences of women, men, intersectionality - in conflict and peacebuilding. The agenda has been prescient for understanding and addressing conflict and insecurity in recent decades. Yet with the abandonment of Afghan women during the US negotiations with the Taliban, and the outbreak of the Ukraine war, the WPS agenda and related human security and peacebuilding agendas of the international system have been under severe strain. This intensive 2-day seminar (14 hours) # online review/ teamwork will provide an overview of the evolving field of gender, peace and security. Drawing on empirical research and practice, the modules will address the following issues: Historical and geopolitical evolution and context in which the WPS and GPS fields have arisen; Attaining SCR 1325 and the expansion of the WPS policy agenda with attention to subsequent resolutions and key pillars of this agenda – notably women’s participation in peace and security, protection issues, peacekeeping and conflict prevention including conflict related sexual violence. Implications of the Afghan withdrawal, Ukraine conflict, rising authoritarianism and extremisms on gender, peace and security issues. Gender analysis and the practical application of a gendered lens to key mediation, security and peacebuilding and security processes. Experiences and lessons from women’s peace coalitions and women’s contributions to peacebuilding including countering/preventing violent extremism Discussion of Sexual violence in conflict Women and peacekeeping including issues of sexual exploitation and abuse The class will involve a mix of interactive discussions, lectures and group exercises. The course will enable students to question ‘business as usual’ and prepare them to undertake better research, analysis, practice and policy careers within peacebuilding and related fields. The course will cover a combination of theory and real-world cases, helping to contextualize many of key concepts covered in the course. The full-day sessions also provide an opportunity for the professor and students to exchange lessons and reflections regarding their experiences in the workplace, career paths and prospects in the field of international peace and security, with attention to the changing geopolitical environment.

INAF U6394 Writing About War: Seeking Narratives in Conflict. 3.00 Points.
Category: ICR, IO/UNS, ISP, TMAC

This intensive writing seminar explores the special challenges of creating narrative and assessing truth claims in the context of violent conflict. In this course, you will grow as a writer through extensive practice reporting, writing, revising your work, and editing your peers. We will engage with a pressing matter of our age: how to evaluate facts and context and create compelling and precise narratives from the fog of war. A growing swathe of the world, including many countries that are nominally not at war, are currently experiencing pre- or post-conflict conditions. Through discussions, reading, and writing, seminar participants will learn the mechanics of covering conflict and the politics of war- and peace-making. We will read accounts produced in journalism, policy analysis, advocacy, literature, and philosophy. Students will produce original reported narrative writing about conflict, which they may try to place for publication. Students will have to write or revise an original piece almost every week. The skill set cultivated by this class will help anyone write about violent conflict (which includes its prelude and aftermath), whether they plan to do so for a reporting-driven NGO, as a policy analyst, or as a journalist. This course emphasizes good writing and critical thinking; grades will reflect participation, effort, clarity of thought, originality of reporting, and successful narrative craft. Students can draw on their own experiences and contacts – as well as the great wealth of resources in New York City – for story ideas and sources.

INAF U6442 Failures and Successes of Three Decades of Peacemaking. 3.00 Points.
Category: EPD:Political, ICR, IO/UNS, ISP; MIA Core: Interstate Relations

The return to power of the Taliban in Afghanistan, coming after a twenty-year engagement of the international community, raised hard questions on the wisdom of intervening in the lives of others. Meanwhile, the wars in Syria and Yemen, in which there was no intervention, have generated immense humanitarian crises, while the short but decisive intervention in Libya, once trumpeted as an example of the responsibility to protect, has led to more than a decade of political crisis. At the same time, there is a return of older forms of conflict: interstate war, with the invasion of Ukraine by Russia; the Israel-Palestine conflict; a deterioration of relations between China and the United States that is sometimes described as a "second Cold War." Have we forgotten the lessons of the first Cold War? Have we unlearned the lessons from the crises of the 90’s (Somalia, Bosnia, Rwanda...)? Or has the world changed so radically that the lessons of the 90’s no longer apply? At a time when geopolitical confrontation is deepening, do we have the right frame of analysis and the right tools in the new landscape? Are there new lessons that we should learn from the last two decades? To answer those questions, we will go through several case studies – focusing on conflicts in which the United Nations has been involved only to better understand the causes of failure and, in some cases, of success but also to sharpen a definition of what can be called success. I will draw on my own experience as under-secretary-general for peacekeeping, as deputy of Kofi Annan when he tried to stop the Syrian conflict, and as chair of the board of the Centre for Humanitarian Dialogue and CEO of the International Crisis Group. I will also call on a few experts and practitioners with specific experience in particular conflicts. Ultimately, we will test the validity of existing tools on several ongoing potential or active conflicts: Ukraine and Russia, Syria, Israel and Palestine.
INAF U6450 Conflict in the 21st Century: Rethinking Conflict Prevention and Conflict Resolution. 3.00 Points.
Category: EPD:Political, ICR, IO/UNS, ISP; MIA Core: Interstate Relations

After a long period of decline, conflict is on the rise; the nature of conflict is also evolving, as new actors and new battlefields emerge, blurring the line that separates war and peace. We must adapt our strategies and tactics for conflict prevention and conflict resolution. The course will help students develop a conceptual framework for the understanding and resolution of contemporary conflicts, but it will be taught from a practitioner's perspective, with a strong emphasis on policy challenges and dilemmas. When possible, practitioners who have been involved in the resolution of conflicts will contribute to the discussion. Each class discussion will be structured by specific questions which will confront students with conceptual, operational and ethical choices.

**INAF U6490 International Humanitarian Law and International Criminal Law. 3.00 Points.**
Category: EPD:Political, HRHP, ICR, IO/UNS

This course, crafted for non-lawyers, elucidates International Humanitarian Law and Human Rights in War, intertwining law, history, politics, and technology. It decodes treaty texts and wartime incidents, stressing the impact of international rules on wartime behavior. It builds crucial analytical and argumentation skills for handling humanitarian crises and understanding war crime prosecution. It offers essential knowledge of international humanitarian law, focusing on protections for war victims, particularly vulnerable groups, humanitarian assistance and relief operations, challenges to humanitarian law by modern warfare and the prosecution of war crimes and crimes against humanity. Building on interactive elements such as 'jigsaw activities' and role-playing simulations, the course cultivates an engaging, collaborative environment. Participants will formulate legally sound policy proposals tackling fundamental challenges to humanitarian law rules, the destruction of the Kakhovka Hydroelectric Power Plant, use of POW video on streaming platforms, blockading trade with commodities and foodstuffs the persecutions and killings of the Muslim Rohingya. Through the application of case studies from historical and contemporary conflicts, such as those in Ukraine, Syria, Yemen, Sudan, Ethiopia, and Palestine, we will probe into the critical rules of International Humanitarian Law (IHL) including the abduction of children, attacks on train stations, attacks on medical units and white helmet staff in Syria, blockading Yemeni ports, the persecutions and killings of the Muslim Rohingya, and starving civilians in Ethiopia. Key research areas, such as artificial intelligence, climate-induced conflicts, nuclear installation protection, urban warfare and war crimes punishments with hybrid courts, will be explored. These case studies will also enable the course participants to explore the role of the International Criminal Court and other criminal courts in the prosecution of war crimes.

In this course, we will review several case studies in which AI technologies have been (and are being) developed with the express purpose of better predicting and understanding human conflict dynamics. The course instructor will draw on his own experience developing AI tools for multilateral organizations, as well as on a wide range of literature from both academia and policy research. Ultimately, the course is designed to further students' overall understanding of the practical, policy, and ethical aspects of the introduction of AI technologies in international peacekeeping and peacebuilding efforts (in particular, the UN conflict prevention/response architecture).

**INAF U6549 Peacebuilding After Mass Violence. 3.00 Points.**
Category: EPD:Political, ICR

**Not offered during 2023-2024 academic year.**

How can we build peace in the aftermath of extensive violence? How can international actors help in this process? This seminar focuses on international peacemaking, peacekeeping, and peacebuilding efforts in recent conflicts. It adopts a critical, social science approach to the topic of building peace (it is not a class on how to design and implement peacebuilding programs, but rather a class on how to think about such initiatives). It covers general concepts, theories, and debates, as well as specific cases of peacebuilding successes and failures. Throughout the course, students will acquire a broad understanding of the concepts, theoretical traditions, and debates in the study of peacemaking, peacekeeping, and peacebuilding. The course also will introduce students to new issues in the field, such as the micro-foundations of peace settlements, the importance of local perceptions, and the attention to the everyday in the study of conflict-resolution. Furthermore, by the end of the semester, students should have an in-depth understanding of some of the most salient peace processes in recent years, including those in the Democratic Republic of the Congo, Rwanda, and the former Yugoslavia. Interested students should join the waitlist and make sure that they attend the first class meeting.

**INAF U6751 International Human Rights Law. 3.00 Points.**
Category: EPD:Political, HRHP, ICR, IO/UNS, MIA Core: Interstate Relations

HRHP Registration Priority

This course introduces students to international human rights law (IHRL). In what sense are internationally-defined human rights "rights" and in what sense can the instruments which define them be considered "law"? How do we know that a claim is actually a "human right"? What are the relations among international, regional and national institutions in establishing and enforcing (or not) IHRL? Does IHRL represent an encroachment on national sovereignty? Is the future of IHRL regional? What enforcement mechanisms can we use, and who can decide upon their use? Finally, what redress is there for human rights violations, and how effective is it? Attendance is required in the first class.
This course exposes students to conceptual and practical skills needed to develop a reflective practice orientation to applied professional work in international peace building and conflict resolution. The class focuses on skills for designing, implementing, and evaluating conflict resolution interventions. During the semester, students co-design projects, creating specific objectives and activities in collaboration with a Project Supervisor in a pre-selected field-based partner institution. Students are encouraged to work in teams of 2-3 in the course. Students implement the project during the summer, taking into consideration changes on the ground, through internships under the guidance of their field-based Project Supervisors. Students return in the fall to deliver a report of their activities in the field reflecting on their experiences and presenting their findings to the SIPA community. The course supports students in developing critical practical skills and experiences in managing a conflict resolution project while exploring the professional field of applied conflict resolution. This course requires instructor permission in order to register. Please add yourself to the waitlist in SSOL and submit the proper documents in order to be considered.

The objective of the class is to introduce students to the practice of risk management as a tool for enabling delivery across the range of UN responses in crisis and conflict contexts, including in the areas of peace and security, human rights, development and humanitarian support. The class emphasizes skills development and their application to concrete UN crisis responses.

Designed for non-lawyers, this course delves into the pressing challenges of international law governing the actions of states, international organizations, multinationals, and civil society. It highlights how we can turn internal and transnational issues into cooperative efforts for mutual benefits in today's world. The course strengthens participants' analytical and debate skills, while providing practical tools and up-to-date knowledge of international law methodologies. This equips them with the necessary skills and understanding to contribute meaningfully to solutions for current global crises. Students will engage directly with current, critical global issues such as the ongoing plastic waste negotiations in the UNC, the UN climate change conference COP 28 in Dubai, and the new EU regulatory framework on artificial intelligence. We use case studies drawn from urgent, real-world scenarios - like the South China Sea crisis, countermeasures against cyber operations, Elon Musk's SpaceX and Starshield program, the UN’s Digital Platforms Code of Conduct proposal, the Grand Ethiopian Renaissance Dam (GERD) on the Blue Nile, WTO disputes on intellectual property rights, the ICJ opinion on the Chagos Archipelago, and the enhanced role of the International Criminal Court - as key learning tools. Key research areas, such as artificial intelligence, climate induced migration, nuclear security, transnational organized crime, and prosecution of crimes against humanity with hybrid courts, will be explored. In this course, we employ several strategies to foster a cooperative learning environment. These include study teams for collaborative out-of-class review, 'jigsaw activities' that transform students into topic experts, 'think-pair-share' activities promoting discussion, and role-playing simulations to make learning interactive and practically relevant.

Since the end of the Cold War historical memory has come to play an increasing role in international and intranational conflicts. In addition numerous countries which are transitioning from dictatorship to democracy have focused on the gross historical violations of the previous regime. But not all. The question is how does a focus on the past facilitate present reconciliation? Societies are faced with the expectation that they will attend to the crimes of previous regimes. But what are crimes in historical perspective? And what are the standards for historical responsibility? How does historical conflict and reconciliation differ from approaches to immediate accountability for the past in newly democratic societies? The course examines these political and ethical dilemmas in a comparative historical perspective.

There are two purposes to this course: 1. to develop your ability to negotiate in a purposeful, principled and effective way; and 2. to teach you how to build consensus and broker wise agreements with others. Negotiation is a social skill, and like all social skills you have to practice it if you want to get better at it. To give you the chance to practice, we’ll do a number of simulated negotiations in and out of class. We’ll also use lectures, case studies, exercises, games, videos, and demonstrations to help you develop your understanding. As we advance in the course, our focus will shift from simple one-on-one negotiations to more complex ones involving many parties, agents, coalitions, and organizations.
REGN U6149 Energy, Corporate Responsibility # Human Rights. 3.00 Points.
Category: EE, EPD:Economic, EPD:Social, EPD:Sustainable, HRHP, ICR, Regional

This class examines how to reconcile the differing/conflicting interests/goals of energy, and mining, companies and the public interest (e.g. governments); how to negotiate PPP agreements; understand the function/impact of laws and international trade agreements; and determine how CSR, especially environment and anti-corruption, and human rights apply. Case studies of multi-billion international energy pipeline projects, including TAP in Albania and Greece, TAPI in Turkmenistan, Afghanistan, Pakistan and India, BTC in Georgian and the Caucasus and , for comparative purposes, the controversial Keystone in US and Canada, will be the prism/focus for analysis. The class is dynamic and cross-disciplinary

REGN U6410 Social Movements # Citizenship in Africa. 3.00 Points.
Category: EPD:Political, ICR, Regional, USP:Social

This course focuses on social movements and citizenship in sub-Saharan Africa to examine how people form political and social movements and deploy citizenship strategies within social, historical, and economic structures that are both local and global. It draws on readings and lectures from scholars in history, political science, anthropology, sociology, and African studies to explore the following topics and themes: histories and theories of social movements and citizenship; cities and social movements and citizenship; citizenship outside the nation-state; social movements and democracy; citizenship as a creative enterprise that emphasizes claim-making and improvisation; citizenship within imperial, international, and national contexts; infrastructures, claim-making, and coalition building; opposition, leadership and democracy; and social movements of African youth and women. This course features guest lectures by and discussions with French and American scholars from Sciences-Po, Universite Paris 1, NYU, and Columbia, and is part of the Joint African Studies Program (JASP) at the Institute of African Studies that is supported by the Partnership University Fund (PUF) and the French Alliance Program at Columbia. It includes foundational readings on concepts, theories, and histories of social movements and citizenship in Africa as well as in-depth case studies on selective themes by various experts working on sub-Saharan Africa. It is unique insofar as it offers a strong foundation in social movements and citizenship while exposing students to in-depth case studies by leading experts working in a variety of disciplines and geographical contexts. All lectures and discussions are conducted in English

REGN U6719 Middle East Conflicts # Global Security. 3.00 Points.
Category: ICR, ISP:Regional

This course analyzes the impact of domestic and regional conflicts in the Middle East on global security. Key concepts include: regime change, revolution, insurrection, conflict management, security sector reform, arms transfers, nuclear proliferation, and counterterrorism. These conceptual tools are used for comparative analysis of three sub-regional conflict zones (Egypt/Syria/Lebanon, Iraq/Iran/Saudi Arabia and Palestine/Jordan/Israel), each of which has galvanized substantial global engagement

REGN U6858 Rise of China # the World. 3.00 Points.
Category: ICR, MIA Core: Interstate Relations, Regional

What does the rise of China mean for the world? In this seminar, we will discuss various questions around this theme. The seminar is organized in three parts. Part I introduces international and domestic sources of explanations as levels of analysis. Part II focuses on China’s rising material (economic and military) and soft power as instruments of influence. Part I and Part II serve as the analytical foundation for the subsequent sections. In Part III, we will have in-depth discussions on six persistent and emerging topics on the international politics of China. We start with China’s grand strategy, domestic public opinions, and global governance. We then focus on the Belt and Road Initiative and US-China relations as two specific cases. We end by discussing how the Covid-19 pandemic could affect the rise of China and the world order. This course will emphasize both substantive knowledge on specific issues and the analytical skills to make well-reasoned arguments supported by evidence

REGN U8757 Ukrainian Foreign Policy: Russia, Europe and the US. 3.00 Points.
Category: EPD:Political, ICR, ISP, Regional

The newly revised 3 point seminar-like course deals with the performance of independent Ukraine on international arena, its relationship with major powers: Russia, Europe and the US and the trajectory of its foreign policy. Having illegally annexed Crimea and conducting a proxy war in Eastern Ukraine, Russia has challenged the basic principles of international law, numerous bilateral agreements and threatening global peace and security. What is to be done to rebuff the aggressor? Can diplomacy still play a role? These and other issues are dealt with in this course. Special emphasis is made on the assessment of current conflict with Moscow and on the new trends in foreign policy doctrine. The issues of national security and current political situation are dealt with extensively. The course delivers first-hand insights by a career diplomat, who has been actively involved in the implementation of Ukrainian foreign policy for over three decades. The format of the course will encourage active dialogue and analytical reflection on the part of the students. The course is aimed at attracting both graduate and advanced undergraduate students
SIPA U6700 Inside the Situation Room. 3.0 Points.
Category: EPD:Political, GPP, ISP, MIA Core: Interstate Relations, TMAC, IO/UNS

In an era increasingly defined by geopolitical competition, it is more important than ever for future policymakers to understand why and how foreign policy decisions are made. Inside the Situation Room, co-taught by Secretary Hillary Rodham Clinton and Dean Keren Yarhi-Milo, employs insights from diverse academic fields—including political psychology, domestic politics, and international relations—and the direct experience of high-level principals in the room to understand the key factors which underpin a nation's most crucial decisions. This course allows students to engage with a range of case studies and examine decision-making in a variety of historical and contemporary contexts, from the search for Osama bin Laden, to the "red line" in Syria, to negotiating with Iran. Students will be taught how to analyze and understand the complex interplay between individual psychology, domestic politics, public opinion, bureaucracy, the international environment, and other factors which feed into decisions about foreign policy—from crisis diplomacy to the use of force, signaling and perception, intelligence and its analysis, the deployment of other instruments of statecraft, and more. Through this course, students will think carefully and analytically about how leaders and other actors view the world, how they arrive at their decisions, and how various social, political, and psychological factors shape the policies they devise to promote their interests abroad. For more information, visit: https://www.sipa.columbia.edu/situationroom

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