GLOBAL AFFAIRS

Jackson Institute for Global Affairs
Horchow Hall, 203.432.3418
http://jackson.yale.edu/study
M.A.S., M.A.

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Senior Lecturers Charles Hill (International Security Studies), Justin Thomas

Lecturers Michael Boozer (Economics), Elaine Dezenski (Ethics, Politics & Economics), Christopher Fussell, William Casey King, Nicholas Lotito (Political Science), Alice Miller (Public Health; Law), Kristina Talbert-Slagle (Global Health), Edward Wittenstein

Visiting Professors*

Senior Fellows* Sigga Benediktsdottir, Eric Braverman, David Brooks, Howard Dean, Rosemary DiCarlo, Robert Ford, Unni Karunakara, Clare Lockhart, Stanley McChrystal, Stephen Roach, Emma Sky

Distinguished Fellow for Global Affairs John Kerry

* For a complete list of visiting professors and senior fellows, see the Jackson Institute website.

The Jackson Institute for Global Affairs nurtures degree programs and scholarship with a strong interdisciplinary and policy-oriented international focus. The programmatic interests of the institute focus on development and security.

The Jackson Institute for Global Affairs administers the two-year Master of Arts (M.A.) and the one-year Master of Advanced Study (M.A.S.) degrees in Global Affairs. The fifty to sixty students in the M.A. program combine fundamental training in core disciplines in Global Affairs with an individualized concentration that has relevance to current international issues. Students in the M.A.S. program select courses based on their individual academic and professional goals. In addition to courses in the Global Affairs program, students take courses throughout the Yale Graduate School of Arts and Sciences and Yale's professional schools.

FIELDS OF STUDY
The programs are designed to combine breadth of knowledge of the basic disciplines of global affairs with depth of specialization in a particular academic discipline, geographic area, specialized functional issue, and/or professional field. The M.A. program is designed primarily for students seeking an advanced degree before beginning a career in global affairs; joint degrees are offered with the School of Forestry & Environmental Studies, the Law School, the School of Management, and the School of Public Health. The M.A.S. program is aimed at midcareer professionals with extensive experience in a field of global affairs such as, but not limited to, international security, diplomacy, and development.

SPECIAL ADMISSIONS REQUIREMENTS
Applicants to either program must take the GRE General Test; students whose native language is not English and who did not earn their undergraduate degree at an English-language university must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum score on the TOEFL is 610 on the paper-based test or 102 on
the Internet-based test. Entering M.A. students are strongly encouraged to have taken introductory courses in microeconomics and macroeconomics prior to matriculation.

SPECIAL REQUIREMENTS FOR THE M.A. DEGREE

The M.A. in Global Affairs requires two years of graduate study at Yale. To complete the degree, students must pass sixteen courses that fulfill the core and concentration requirements, demonstrate proficiency in a modern language, complete a summer internship or project, and maintain the grade average specified below.

Core Students take GLBL 801, GLBL 802, and GLBL 803 during the first term of enrollment. Any exceptions are to be made at the discretion of the director of graduate studies (DGS).

Concentration Beyond the core courses and courses taken in fulfillment of the language requirement, each student must identify and demonstrate the academic integrity of a coherent set of courses as a proposed concentration for approval by the DGS. Students are able to develop concentrations based on a topical, regional, or disciplinary focus, or a combination of a topical and regional focus. Sample concentrations are available from the Jackson Institute website.

Language requirement The equivalent of four terms of language study at Yale is required to graduate. This competence must be demonstrated through successful completion of a Yale L4 class or by testing into a Yale L5 class. International students who completed secondary school or a university degree in a language other than English will be considered to have met the language requirement. Students may study language as part of their Yale program. Any exceptions are to be made at the discretion of the DGS.

Summer internship requirement All students enrolled in the Global Affairs M.A. program are required to use the summer between the first and second years of the program to further their professional or academic education. It is expected that this requirement be fulfilled by obtaining experience through full-time employment or a full-time internship. The requirement may also be fulfilled by completing language study, other relevant course work, or independent research on an approved topic.

Each first-year student must file a form with the director of career services before June 1 stating the nature of the student’s summer internship or approved alternative and submit a self-evaluation form by September 1.

Expectation of academic performance M.A. candidates are required to achieve at least two grades of Honors, while maintaining a High Pass average. To remain in good academic standing at the end of the first year, M.A. students are expected to complete half of the course work required for the degree, with at least a High Pass average and one grade of Honors. Students who do not have at least a High Pass average or the required number of courses at the end of the first year will not be allowed to continue in the program.

SPECIAL REQUIREMENTS FOR THE M.A.S. DEGREE

The M.A.S. in Global Affairs requires one year of graduate study at Yale. To complete the degree, students must pass eight courses in one year of full-time study. Courses are chosen in consultation with the DGS at the start of each term. The program of study is customized to a student’s individual academic and professional goals.

SPECIAL REQUIREMENTS FOR THE M.A. JOINT-DEGREE PROGRAMS

Joint-degree candidates must fulfill all of the requirements of both programs in which they are enrolled before receiving either degree. Joint-degree students must take at least twelve graduate-level courses in Arts and Sciences departments or in professional schools other than the one granting the joint degree toward the Global Affairs program requirements. Three of these will be GLBL 801, GLBL 802, and GLBL 803, though the DGS may waive a portion of the Core for a joint-degree candidate. Two of the twelve courses may be language courses. Under no circumstances will students be allowed a Global Affairs concentration in the functional area in which they will be receiving a joint degree.

Applicants to the joint-degree programs must apply separately, by the appropriate deadline, to the Graduate School for the Global Affairs M.A. program and to the professional school involved. Decisions on admissions and fellowship support are made independently by each school. Students are encouraged to apply to both programs simultaneously. They may also apply during their first year at Yale to the second program for a joint degree. If accepted into the new program, they must receive approval for credit allocation upon registration from both degree programs.

For more information, visit http://jackson.yale.edu/study, e-mail jackson.institute@yale.edu, or call 203.432.3418.

COURSES

GLBL 504b, International Economics  Peter Schott
Introduction to conceptual tools useful for understanding the strategic choices made by countries, firms, and unions in a globalized world. Prerequisite: two terms of introductory economics.

GLBL 519a, 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 (ECON 131 or 135).
GLBL 529a / CDE 585, Sexuality, Gender, Health, and Human Rights  Alice Miller
This course explores the application of human rights perspectives and practices to issues in regard to sexuality and health. Through reading, interactive discussion, paper presentation, and occasional outside speakers, students learn the tools and implications of applying rights and law to a range of sexuality and health-related topics. The overall goal is twofold: to engage students in the world of global sexual health and rights policy making as a field of social justice and public health action; and to introduce them to conceptual tools that can inform advocacy and policy formation and evaluation. Class participation, short reaction papers, and a final paper required.

GLBL 543b, Practicum in Data Analysis Using Stata  Justin Thomas
This course provides students with practical hands-on instruction in the analysis of survey data using the statistical package Stata. It serves as a bridge between the theory of statistics/econometrics and the practice of social science research. Throughout the term students learn to investigate a variety of policy and management issues using data from the United States as well as several developing countries. The course assumes no prior knowledge of the statistical package Stata. Prerequisites: graduate course in statistics and permission of the instructor.

GLBL 551b, China in the World  Jing Tsu
Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration, Chinese America, nationalism and humiliation, and art and counterfeit.

GLBL 559a, Evolution of Central Banking  Rakesh Mohan
Changes in the contours of policy making by central banks since the turn of the twentieth century. Theoretical and policy perspectives as well as empirical debates in central banking. The recurrence of financial crises in market economies. Monetary policies that led to economic stability in the period prior to the collapse of 2007–2008. Changes in monetary policies since the great financial crisis.

GLBL 571a, Sustainable Development Goals and Implementation  Gordon Geballe
This course has students (working alone or in a small group) design a specific implementation plan for a specific country for a specific item that is part of the Sustainable Development Goals to be adopted by the U.N. in September 2015. Students study the new post-2015 sustainable development goals and their implementation in the real world. The course focuses primarily on understanding and developing the ability to effectively apply a variety of tools and means of implementation, relying primarily on guest lecturers. The aim is for each student or group of students to combine a geographic area/region (for example, a country of key interest), a sustainable development goal, and a tool for implementation to design an effective implementation strategy to present to those at the ministerial and decision-making level.

GLBL 574b, International Human Rights  Samuel Moyn
This course surveys a selection of topics in contemporary human rights law, with attention to broader principles and problems in international law, as well as to cognate fields like international criminal and international humanitarian law. A consistent focus is how the United States relates to the international human rights system—and how, conversely, that system impinges on diverse areas of American law and policy. The course also takes up the ways in which both the international system and the rights jurisprudence of other countries might differ from approaches in American law, as for example in socioeconomic rights adjudication or the regulation of religious practice. Self-scheduled examination. Follows Law School calendar.

GLBL 579a / PLSC 656a, Global Governance  Yuriy Sergeyev
Examination of global policy problems, the acceleration of interdependence, and the role, potential, and limits of the institutions of global governance to articulate collective interests and to work out cooperative problem-solving arrangements. Consideration of gaps in global governance and controversies between globalization and state sovereignty, universality, and tradition.

GLBL 582a, The Future of Global Finance  Jeffrey Garten
Finance can be likened to the circulatory system of the global economy, and we will focus on the past, present and future of that system. The course is designed to deal with questions such as these: What is the global financial system and how does it work? What are the pressures on that system including market, regulatory, political and social dynamics? What are the key challenges to that system? How can the system be strengthened? In this course we are defining the global financial system (GFS) as encompassing central banks, commercial banks, and other financial institutions such as asset managers and private equity firms, financial regulators and international organizations. Thus we will encompass subjects such as the U.S. Federal Reserve and the European Central Bank, Goldman Sachs and the Hong Kong Shanghai Bank, the Carlyle Group and the BlackRock Investment Management Co., the Financial Stability Oversight Council and the Financial Stability Board, the Bank for International Settlements and the International Monetary Fund. We will take a broad view of the GFS including its history, its geopolitical framework, its economic foundations and its legal underpinnings. We will consider the GFS as a critical public good in the same way that clean air is a public good. We will look at a number of other key issues such as how the GFS deals with economic growth, economic and financial stability, distributional questions, employment issues, and long term investments in infrastructure. We will discuss how new technologies are affecting several of the biggest issues in global finance. We will examine the GFS as a large-scale complex network, thereby compelling us to see it in an interconnected and multidisciplinary way. The emphasis will be on the practice of global finance more than the theory. The course is open to graduate students throughout Yale and to seniors in Yale College. The only prerequisite is an undergraduate or graduate course on macroeconomics. Please note that in order to enroll in the course, you must attend the first class meeting on Monday, September 11. This course follows the SOM academic calendar.
GLBL 586b, International Law  Oona Hathaway
This course will offer an introduction to international law. Students will learn the basic minimum that every lawyer should know about the international dimensions of law in the modern world. The course is also meant to serve as a gateway to the rest of the international law curriculum: It will offer a foundation on which students who are interested in further study of the particular topics covered in the class can later build. The course will cover both the public and private dimensions of international law, offering an introduction to varied topics including international trade, international tax, international business transactions, environmental law, criminal law, human rights law, and the law of armed conflict. The course will also offer an introduction to domestic law topics that intersect with international law, including foreign relations and national security law. As each new topic is introduced, the class will not only examine that new topic in detail, but will also explore how it relates to what the class has already discussed. By considering together topics usually taught separately, students will begin to see how different subjects under the broad umbrella of international law are interconnected. And by learning about a variety of issue areas and making direct comparisons across them, students will gain an understanding of each topic that can be had only by viewing it in a comparative perspective.

GLBL 588a, Public Order of the World Community: A Contemporary International Law  W. Michael Reisman
This introduction to contemporary international law studies the role of authority in the decision-making processes of the world community, at the constitutive level where international law is made and applied and where the indispensable institutions for making decisions are established and maintained, as well as in the various sectors of the public order that is established. Consideration is given to formal as well as operational prescriptions and practice with regard to the participants in this system (states, intergovernmental and nongovernmental organizations, political parties, pressure groups, multinational enterprises, other private associations, private armies and gangs, and individuals); the formal and informal arenas of interaction; the allocation of control over and regulation of the resources of the planet; the protection of people and the regulation of nationality; and the allocation among states of jurisdiction to make and apply law. In contrast to more traditional approaches, which try to ignore the role of power in this system, that role will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention is given to (1) theory; (2) the establishment, transformation, and termination of actors; (3) control of access to and regulation of resources, including environmental prescriptions; (4) nationality and human rights; and (5) the regulation of armed conflict. Scheduled examination or paper option. Also LAW 20040.

GLBL 589a, Methods and Ethics in Global Health Research  Leslie Curry
Introduction to research methods in global health that recognize the influence of political, economic, social, and cultural factors. Quantitative, qualitative, and mixed-method approaches; ethical aspects of conducting research in resource-constrained settings; the process of obtaining human subjects’ approval. Students develop proposals for short-term global health research projects conducted in resource-constrained settings.

GLBL 590b, Cybersecurity, Cyberwar, and International Relations  Edward Wittenstein
Analysis of international cyberrelations. Topics include cybercrime, cyberspionage, cyberwar, and cybergovernance. Readings from academic and government sources in the fields of history, law, political science, and sociology.

GLBL 592a, Intelligence, Espionage, and American Foreign Policy  Edward Wittenstein
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 policy makers. Case studies of intelligence successes and failures from World War II to the present.

GLBL 595b, The Logic of Randomized Experiments in Political Science  Alexander Coppock
Instruction in the design, execution, and analysis of randomized experiments for businesses, nonprofits, political organizations, and social scientists. Students learn to evaluate the impact of real-world interventions on well-defined political, economic, and social outcomes. Specific focus on randomized experimentation through field and survey experiments, with design and analysis principles extending to lab and so-called “natural” experiments.

GLBL 598b, Military Justice  Eugene Fidell
This course explores the character and function of military justice today. Topics include the constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; unlawful command influence; the role of custom; and punishment. Current issues such as the treatment of sexual offenses, military commissions, government contractors and other civilians, command accountability, military justice on the battlefield, judicial independence, and the application of international human rights norms to military justice are addressed. The class considers issues of professional responsibility, how the military justice system can be improved, and what, if anything, can be learned from the experience of other countries. Paper required. Also LAW 21678.

GLBL 618a, The Next China  Stephen Roach
Born out of necessity in the post-Cultural Revolution chaos of the late 1970s, modern China is about reforms, opening up, and transition. The Next China will be driven by the transition from an export- and investment-led development model to a pro-consumption model. China’s new model could unmask a dual identity crisis—underscored by China’s need to embrace political reform and the West’s long-standing misperceptions about China. Prerequisite: basic undergraduate macroeconomics.

GLBL 633b, Strategies for Economic Development  Rakesh Mohan
How strategies for economic development have changed over time and how dominant strands in development theory and practice have evolved. Students trace the influence of the evolution in thinking on actual changes that have taken place in successful development
 strategies, as practiced in fast-growing developing countries, and as illustrated in case studies of fast growth periods in Japan, South Korea, Brazil, China, and India. Prerequisites: introductory microeconomics and macroeconomics.

GLBL 635b, How Business Can Align Profit and Purpose  Blair Miller
Are trade-offs necessary when doing good? Is it the role of business to solve the world’s problems? Has traditional philanthropy failed? Can impact investing save the world? This course will explore these questions and more through a deep dive into the critical role business plays in addressing social issues. The course will look at the evolution of the movement and dig deep into the innovative new models such as social entrepreneurship, impact investing, social bonds. By the end of the course the students will have a deeper understanding of their reasons and commitment to serve others as well as an introduction to the tools and methodologies of how business can serve the greater good.

GLBL 681a, Diplomacy and Conflict in the Middle East and North Africa  John Jenkins
To many commentators, conflict seems endemic in the Middle East and North Africa. Since 1945 an enormous amount of international and regional diplomatic effort—and blood and treasure—has been expended on prevention, resolution, state building, and the establishment of mechanisms for collective security and the peaceful conduct of interstate relations. The returns have been poor. Non-state actors have become a complicating factor, acting transnationally in the region’s many current wars and seeking through often covert activities to compromise stability more widely: this issue too has become the subject of much international regulatory, military, intelligence, and diplomatic activity. How can we identify patterns in these conflicts—and international and regional efforts to resolve them—that might enable us to diagnose and address the underlying causes more effectively and shape the application of international soft and hard power more sensibly? How far is the problem of conflict resolution as a matter for the region itself or for an international community perhaps more fractured now than at any time since the Cold War? Do we collectively make things better or worse? And what does the future hold? Students gain a deeper understanding of conflict and diplomacy in the modern MENA region and a framework for creative thinking about the future of both at a time when conflict is greater, the risks higher, and diplomatic engagement more needed yet problematic than it has been for decades.

GLBL 682a, After the Arab Spring: The Wider Middle East and the Causes and Consequences of Revolt  John Jenkins
For the purposes of this seminar, the Arab Spring is defined as the period from December 2010 to August 2013—from the self-immolation of Mohamed Bouazizi in Sidi Bouzid to the violent clearing by Egyptian security forces of the Cairo squares. This period saw mass protest movements emerging in Tunisia, Libya, Egypt, Yemen, and Syria, with very mixed outcomes. There were popular protests and disturbances elsewhere—Jordan, Bahrain, Lebanon, Morocco, Oman, and Turkey. Other countries—Saudi Arabia, the UAE, and Kuwait—were relatively unaffected domestically but remain threatened by the forces unleashed and growing regional disorder. The causes of these events, their impact, and violent aftermath have been compared to the European revolutions of 1848: profound but often unpredictable and highly differentiated. What were the structural drivers of unrest? Why did the uprisings happen where and how they did? How do they relate to previous insurgent moments in the Middle East and North Africa, and to wider global discontents? How have they changed the political landscape? What are the implications for regional security, global order, and Western policy in and toward the Arab world? Students gain a deeper understanding of this critical period in modern MENA history, structural continuities and contingent differentiation, the implications for regional and international order, the risks of political and economic failure, and a framework for thinking about the future of the region at a time when international policy engagement is perhaps weaker than it has been for decades.

GLBL 693a / E&RS 511a, United States and Russian Relations since the End of the Cold War  Thomas Graham
This course examines the factors—political, socioeconomic, and ideological—that have shaped U.S.-Russian relations since the end of the Cold War, as well as specific issues in bilateral relations, including arms control, counterterrorism, energy, and regional affairs. The goal is to understand the way each country constructs relations with the other to advance its own national interests, and the implications of U.S.-Russian relations for global affairs.

GLBL 695a, Multilateral Institutions in the 21st Century  Rosemary DiCarlo
The multilateral system developed after the Second World War has served as the foundation for peace and prosperity for over seventy years. Today’s threats are, however, no longer limited to cross-border conflicts between states but increasingly involve actions by non-state actors, conflicts within states and global issues. This course examines the relevance of these institutions to meeting these challenges and explores the relations among existing and emerging powers and regional groupings.

GLBL 697b, Innovation in Government and Society  Eric Braverman
Across the globe, communities of every size face the same urgent imperative: rising demand for services running headlong into the reality of limited resources. The emerging answer-from some unlikely places—is bold, rapid management innovation. These disruptive moves are transforming the 21st century state. Some of the most broadly applicable, cutting-edge innovations come from the edge: communities that believe they have no choice but to take bold risks. Others come from the most developed areas, who feel more pressure than ever to do more with less. This interdisciplinary course on Innovation in Government and Society will blend perspectives from management, public policy, and law in exploring why communities must innovate in the delivery of public services and how ideas from the public sector, private sector, and civil society are shaping the future of public management. The course will include hands-on work to help advance innovation in communities in developing countries or areas affected by natural disaster or war, in partnership with the U.S. Agency for International Development (USAID).
GLBL 713a, Middle East Politics  Emma Sky
Exploration of the international politics of the Middle East through a framework of analysis that is partly historical and partly thematic.
How the international system, as well as social structures and political economy, shape state behavior. Consideration of Arab nationalism; Islamism; the impact of oil; Cold War politics; conflicts; liberalization; the Arab-spring, and the rise of the Islamic State.

GLBL 718a, American Diplomacy in Authoritarian Countries  Anne Patterson
This course explores the special challenges of diplomacy in authoritarian countries and in countries in transition from authoritarian rule.
It addresses interaction with leaders, with the military, with intelligence services, and with civil society activists in these countries. It draws on case studies in which American diplomacy has succeeded, or spectacularly failed, to bring about a transition from authoritarian rule.
U.S. domestic politics and institutions (the Congress, NGOs, and the U.S. military) are also studied as key drivers of diplomatic success or failure.

GLBL 742b, The Future of Afghanistan: Formulating Policy in Conflict and Transition  Clare Lockhart
Overview and analysis of Afghanistan’s current challenges and opportunities. Work in student teams to solve a specific policy issue to present to senior decision-makers, choosing from one of the seven following topics: Responding to the economic shock and creating jobs and livelihoods for Afghan civilians; addressing migration and refugees given flows of people to, within, and from the country; building professional defense institutions; adapting the state and its services to the digital environment; building a human capital investment system to align education and training to jobs needs; regional and national infrastructure: revisiting the Silk Road regional connectivity agenda and/or generating private sector investment in PPPs to work; building a culture of accountability and addressing corruption.

GLBL 750a, American Power in the Twenty-First Century: Lessons in Diplomacy  John Kerry
Led by former Secretary of State John Kerry ’66, this seminar examines U.S. foreign policy in the twenty-first century. It takes an interdisciplinary approach to understanding diplomacy both in theory and practice, and it examines the core subjects on which the Kerry Initiative is focused: failed and failing states, the challenge of authoritarian populism, rising sectarianism and violent extremism, climate change and other environmental threats, capacity building and anti-corruption, and global economic opportunity and development. Students focus on a series of case studies from the perspective of those who make and implement U.S. foreign policy. Application and course dates at http://jackson.yale.edu/apply/americas-power-21st-century-lessons-diplomacy.

GLBL 771b, Effective States, Weak States, and Citizens in the 21st Century  Clare Lockhart
Analysis of the role of the state and the social compact in the 21st Century. Consideration of the changing dynamics (including digital, demographics, globalization), and the challenges and opportunities this presents for the role of the state in meeting citizen expectations. Analysis of the functions the state is expected to perform. Examination of cases of success and setbacks in responding to these challenges. Review of perspectives of and policy options for domestic actors and international actors. The seminar is a graduate class but undergraduates may also apply. The seminar will be limited to 16 places. Given the limited space available, students may reach out to the professor directly by email to discuss enrollment.

GLBL 781b, Banking Crises and Financial Stability  Sigridur Benediktedottir
This course focuses on systemic risk, banking crises, financial stability and macroprudential policies. An emphasis will be on systemic risk and prudential policies in peripheral economies. Peripheral economies is defined here as peripheral European economies and emerging economies. Prerequisites: ECON 115 and 116, or equivalent.

GLBL 790a or b, Leadership  Stanley McChrystal and Christopher Fussell
This course examines the practical execution of leadership in today’s environment. Using a combination of historical case studies and recent events, we review how dramatic changes in technology, society, politics, media, and globalization have increased the complexity of the tasks facing modern leaders. Although the course includes the military aspects of leadership, the overall objective is to study leadership in a wider context, identifying the common factors shared by politics, business, education, warfare, and other fields. Specific topics include the changing leadership environment; the role of the leader; driving change; making difficult decisions; dealing with risk; coping with failure; navigating politics; and the effect of modern media. Application and course dates at http://jackson.yale.edu/apply/glbl-790a/. Class dates are Sept 9, Sept 10, Sept 21, Sept 22, Oct 5, Oct 6, Oct 12, Oct 31, Nov 2, Nov 3, Nov 4, Nov 28, Nov 30, Dec 1.

GLBL 792a, Ethical Choices in Public Leadership  Eric Braverman
All public leaders must make choices that challenge their code of ethics. Sometimes, a chance of life or death is literally at stake: how and when should a leader decide to let some people die, or explicitly ask people to die to give others a chance to live? At other times, while life or death may not be at stake, a leader must still decide difficult issues: when to partner with unsavory characters, when to admit failure, when to release information or make choices transparent. This interdisciplinary seminar draws on perspectives from law, management, and public policy in exploring how leaders develop their principles, respond when their principles fail or conflict, and make real-world choices when, in fact, there are no good choices. Permission of the instructor required; application at http://jackson.yale.edu/apply/glbl-792. Attendance at first session is mandatory.

GLBL 799a or b, Independent Project  Staff
By arrangement with Jackson Institute Senior Fellows.

GLBL 801a, Economics: Principles and Applications  James Levinsohn and Zachary Cooper
This course deals with the application of basic microeconomic analysis to public policy issues. The principal goal is to teach students the process of economic reasoning and how to apply that reasoning to policy issues in the real world. The course covers the basic topics in microeconomic theory: consumer theory, production theory, market models from competition to monopoly, theories of labor and capital
markets, and models of externalities and other common market failures. Some calculus will be used without apology along with a great deal of algebra and graphical analysis.

**GLBL 802a, Applied Methods of Analysis**  Lloyd Grieger
The course focuses on useful analytical approaches in public policy and the social sciences. The first part of the course focuses on mathematical skills. The second part focuses on methods for analyzing empirical data and builds on the mathematical skills from the first part of the course. Special focus is devoted to developing the skills necessary to synthesize and evaluate empirical evidence from the social sciences. Students leave the class with an applied understanding of how quantitative methods are used as tools for analysis in public affairs.

**GLBL 803a, History of the Present**  Timothy Snyder and Sara Silverstein
The first half of the course presents some of the major diplomatic (and sometimes military) confrontations of the twentieth century, beginning with the First Balkan War, including the breakdowns of the late 1930s and progressing through the end of the Cold War. The second half introduces the history of Ukraine and closes with a case study of the Russian invasion of Ukraine’s south and east as the end of the post-cold war order. In both parts emphasis is placed upon a close reading of primary documents and upon the reconstruction of possible alternatives.

**GLBL 817b, Law and US–China Relations**  Robert Williams
One of the great geopolitical questions of the 21st century is whether and how the United States can peacefully coexist with the People’s Republic of China. This seminar explores the role that laws and legal institutions can play in meeting this challenge. Students will be introduced to some of the key policy issues in the all-important Sino-U.S. relationship, with a focus on their legal dimensions. When, how, and to whom does law matter? What difference (if any) does law make? What do policymakers need to know about the law in order to better address the political, economic, and security aspects of the bilateral relationship? Students will write several short papers throughout the semester. Weekly seminar topics include: South China Sea, Taiwan, cybersecurity, nuclear nonproliferation, outer space, trade, investment, climate change, and human rights.

**GLBL 827a, Totalitarianism: An Intellectual History**  Marci Shore
Fall 2017 marks the 100th anniversary of the Bolshevik Revolution, which ushered in the largest and most all-encompassing social engineering experiment in human history. For most of the past hundred years, historians, novelists, social scientists, and philosophers (many themselves victims, survivors, or disillusioned believers) have struggled to understand the twentieth-century experiences of Nazism, fascism, and Stalinism. Politics alone fails to explain what the Russian philosopher Nikolai Berdyaev described as a “deep deformation of the structure of consciousness” prompting “individual conscience to flee from the world.” We discuss what we can learn about our present “post-factual” world where, as Peter Pomerantsev describes, “nothing is true and everything is possible,” by revisiting classic works like Hannah Arendt’s *Origins of Totalitarianism*. Other authors likely include Vasily Grossman, Eugen Ionescu, Tony Judt, Victor Klemperer, Leszek Kolakowski, Czeslaw Milosz, and George Orwell.

**GLBL 832a, Anti-Money Laundering and Counterterrorist Financing**  William King
For more than a decade, the international community has attempted to disrupt, debilitate, and destroy illegal financial networks of those who would finance terror. This course provides an introduction to anti-money laundering (AML) and counterterrorist financing (CTF). The approach is interdisciplinary, as understanding the financial tools to combat terrorism necessitates a consideration of law, policy, and intelligence. Additionally, AML and CTF focus on the overlapping realms of crime, corruption, and terrorism. Guest speakers join the class for select discussions. Students gain a better understanding of the fundamentals of AML/CTF, the approaches and limitations of combating current terrorist threats, particularly ISIL, and the challenges and opportunities of using financial tools in the war against terror.

**GLBL 840b, Macroeconomics**  Marnix Amand
This course develops a framework for understanding the causes and consequences of macroeconomic events in real time. We begin by defining basic national accounting identities and using these identities to compare countries’ economic structure and performance over time. We then consider models in which the choices of private and public agents interact to produce aggregate outcomes in response to policy or economic shocks. In developing and using these models, we will rely on numerous historical and contemporary examples.

**GLBL 850a, The Role and Limitations of U.S. Special Operations Forces in Northern Syria “Post-Isis”**  William King
The goal of this nontraditional consulting-style class is to assist the “client,” United States Special Operations Forces (USSOF), with a challenge they face in Northern Syria. USSOF are often called to navigate and contribute to the complex transition from Security Force Assistance (SFA) to Civil Affairs Operations (CAO). While SFA is fairly well defined, the role of USSOF in helping that indigenous force administer the territory they control is far more ambiguous. This course focuses on one such challenge in Northern Syria. We study the role of USSOF, the work it has done with the Syrian Democratic Council (SDC), the challenges the SDC will face “post-Isis,” and the role USSOF can play in civil affairs. How can USSOF walk the line between substantive assistance and nation building? What is the SDC, and what are the geopolitical implications for a short-term and long-term alliance with the United States? How can Northern Syria best transition to a civil society? What are possible models, and international legal precedent, for U.S. involvement in Northern Syria post-Isis? Finally, to what extent are the lessons and “playbook” that USSOF develops in Northern Syria applicable beyond the specifics of the SDC to other indigenous groups attempting to establish a civil society? Enrollment limited to nine.

**GLBL 871a, Boko Haram: Message and Counter-Messaging**  William King
The objective of this nontraditional consulting-style class is to assist the “client,” the U.S. Department of State, with a challenge it faces in West Africa. Understanding the “message” of Boko Haram (BH) and its offshoot, ISIS-West Africa (ISIS-WA), is essential to
counter violent extremism in West Africa. State governments are often challenged to compete with the BH and ISIS-WA “message” — one that promises power, economic prosperity, and spiritual fulfillment, in an environment often marked by considerable disparity, local insecurity, and poor governance. The U.S. Department of State has asked for assistance to more thoroughly study and understand the BH and ISIS-WA message. How has the message changed as BH deepens its connections to ISIS? How are the Nigeria/Lake Chad recruitment efforts similar to ISIS recruitment and how are they unique? What should counter-messaging look like, or is it irrelevant until more fundamental issues are addressed? Enrollment limited to ten.

GLBL 905a, International Relations: Concepts and Theories  Nuno Monteiro
The course examines theories of international relations and evaluates empirical evidence in favor of or against those theories. It surveys the main theoretical traditions in international relations and considers how empirical methods can be used to identify causation in the international relations field. Students acquire broad familiarity with the diverse literature in this field, learn to identify opportunities for new research, and apply rigorous methodology to evaluate theoretical claims. The course is designed for students who plan to pursue doctoral-level research in international relations and want to pass the Ph.D. qualifying exam in the field.

GLBL 917b, Global Governance and International Organizations  Thania Sanchez
This course explores the role that international institutions play in world politics. The international system is anarchic, as there is no central authority that can impose a global order. Some international relations scholars argue that this lack of a sovereign leads to disorder and an inevitable fight for power, but others note that we see international organizations, norms, and laws that regulate an international system that is quite orderly. How are these institutions possible? How do states cooperate absent an ultimate authority that can enforce rules? Are international institutions efficacious? This course examines the scholarship on the sources of global governance. By looking at both theory and empirics, the course evaluates the structure of global governance in different areas, including international security, human rights, trade, development, and the environment.

GLBL 999a or b, Directed Reading  Staff
By arrangement with faculty.