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 Marnix Amand, Sigga Benediktsdottir, Asha Rangappa, Justin Thomas

Lecturers Cara Fallon (Global Health), William (Casey) King, Nicholas Lotito (Political Science), Nathaniel Raymond, Edward Wittenstein

Senior Fellows Susan Biniaz, Eric Braverman, Staffan de Mistura, Howard Dean, Janine di Giovanni, Obiageli (Oby) Ezekwesili, Robert Ford, Chris Fusuell, Clare Lockhart, Stanley McChrystal, Blair Miller, David Rank, Stephen Roach, Paul Simons, Emma Sky, Rory Stewart, Shoshana Stewart, Harry Thomas, Bisa Williams

The Jackson Institute for Global Affairs offers degree programs and nurtures scholarship with a strong interdisciplinary and policy-oriented international focus. The programmatic interests of the institute focus on development; ethics, leadership, and political life; empirical and research methods; global economics; global security; human rights; democracy; transparency and governance; and IGOs and international cooperation and diplomacy.

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 seventy to eighty students in the M.A. program combine fundamental training in core disciplines in Global Affairs with an individualized curriculum 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.

Students matriculating before fall 2021 are eligible to receive the M.A. (Master of Arts) degree from the Graduate School of Arts and Sciences. Students matriculating in fall 2021 will be eligible to receive either the M.A. degree from the Graduate School of Arts and Sciences or, if they transfer completed course work, the M.P.P. (Master in Public Policy) degree from the Jackson School of Global Affairs, opening in fall 2022. Students matriculating in fall 2022 or later will be eligible to receive the M.P.P. degree from the Jackson School of Global Affairs.

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 the Environment, the Law School, the School of Management, and the School of Public Health. The M.A.S. program is aimed at mid-career professionals with extensive experience in a field of global affairs such as, but not limited to, international security, diplomacy, and development.

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, including the core 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 year of enrollment. Any exceptions are to be made at the discretion of the director of graduate studies (DGS).

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, with special permission, also be fulfilled by completing independent research or language study.

Each first-year student must file a form with the director of the career development office before June 1 stating the nature of the student's summer internship or alternative for committee approval and submit a self-evaluation form by September 14.

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 JOINT-DEGREE MASTER'S 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 toward the Global Affairs program requirements from Arts and Sciences departments or from 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 exceptional circumstances, however, the program may substitute one or more courses taken in the first year of study at the professional school granting the joint degree to count toward the twelve required courses.

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, email jackson.institute@yale.edu, or call 203.432.3418.

COURSES

GLBL 505a, Environmental Security in the Middle East  Staff
This course examines how environmental, water, food, energy, and climate change have increasingly become linked to human and national security in the Middle East. It begins by exploring the state of the environment in the region and how the policies of the Middle East governments have led to serious environmental degradation and subsequent loss of jobs, migration, social tension, violence, and regional conflicts. Drawing on an in-depth analysis of contemporary case/country studies, students learn how these problems can serve as major human and national security threats. This interdisciplinary course is of interest to students with background/interest in environmental science/engineering, ecology, geography, geosciences, social/political sciences, public policy, security and peace building, international relations, diplomacy, and global affairs.

GLBL 509a / PLSC 509a, Philosophy of Science for the Study of Politics  Ian Shapiro
An examination of the philosophy of science from the perspective of the study of politics. Particular attention to the ways in which assumptions about science influence models of political behavior, the methods adopted to study that behavior, and the relations between science and democracy. Readings include works by both classic and contemporary authors.

GLBL 529a / WGSS 529a, Sexuality, Gender, Health, and Human Rights  Ali 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 are required.
GLBL 530a, Introduction to Python for Global Affairs  William King
In the second decade of the twenty-first century, “big data” analytics and techniques have fundamentally transformed policy decisions both in the United States and throughout the globe. NGOs, NPOs, political campaigns, think tanks, and government agencies more and more recruit policy analysts with the necessary skills to embrace novel, data-driven approaches to policy creation and evaluation. This course is designed to help students meet this growing demand. It is an introductory course in Python programming and data analysis for policy students with no prior coding experience. Unlike massive introductory classes, this course is deliberately small, designed to provide the necessary support for humanists to make a smooth and nurturing transition to “tech humanists.” Ultimately, students should be comfortable using what they’ve learned in further Yale courses in programming and statistics, or in research and policy after leaving Yale. They should know enough to productively collaborate on projects with engineers, understand the potential of such work, have sufficient background to expand their skills with more advanced classes, and perform rudimentary data analyses and make policy recommendations based on these analyses.

GLBL 550a, Russian Intelligence, Information Warfare, and Social Media  Asha Rangappa
This course explores the evolution of information warfare as a national security threat to the United States and democratic countries around the world. Beginning with the KGB’s use of “active measures” during the Cold War, the course looks at how propaganda and disinformation campaigns became central to the Putin regime and how social media has facilitated their expansion. We examine the psychology of disinformation and how media “bubbles” and existing social fissures in the United States, such as racism and political polarization, provide ripe vulnerabilities for exploitation by foreign actors. Using Russia’s efforts in U.S. presidential elections and during COVID as examples of this new form of warfare, students explore potential policy solutions in the realm of Internet regulation, civic education, media literacy, and human “social capital” as defenses against this growing threat. Guest speakers with expertise in Russian intelligence, information warfare, psychology, and other disciplines complement the discussion.

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GLBL 570a, Negotiating International Agreements: The Case of Climate Change  Susan Biniaz
This class is a practical introduction to the negotiation of international agreements, with a focus on climate change. Through the climate lens, students explore cross-cutting features of international agreements, the process of international negotiations, the development of national positions, advocacy of national positions internationally, and the many ways in which differences among negotiating countries are resolved. The seminar also examines the history and substance of the climate change regime, including, inter alia, the 1992 UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, the 2015 Paris Agreement, and recent developments. There will be two mock negotiations.

GLBL 574a, 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 578a, Negotiating International Agreements: The Case of Climate Change  Susan Biniaz
This class is a practical introduction to the negotiation of international agreements, with a focus on climate change. Through the climate lens, students explore cross-cutting features of international agreements, the process of international negotiations, the development of national positions, advocacy of national positions internationally, and the many ways in which differences among negotiating countries are resolved. The seminar also examines the history and substance of the climate change regime, including, inter alia, the 1992 UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, the 2015 Paris Agreement, and recent developments. There will be two mock negotiations.

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GLBL 580a, The Future of Global Finance  Jeffrey Garten
Finance can be likened to the circulatory system of the global economy, and we 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 the course encompasses 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 take a broad view of the GFS including its history, geopolitical framework, economic foundations, and legal underpinnings. We consider the GFS as a critical public good in the same way that clean air is a public good. We 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 discuss how new technologies are affecting several of the biggest issues in global finance. We examine the GFS as a large-scale complex network, thereby compelling us to see it in an interconnected and multidisciplinary way. The emphasis is 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. It follows the SOM academic calendar. Prerequisite: an undergraduate or graduate course on macroeconomics. In order to enroll in the course, students must attend the first class meeting. ½ Course cr

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 591b, The Law of the Sea**  W. Michael Reisman
This seminar considers intensively some current problems concerning combating piracy; protection of the marine environment and conservation; maritime boundary delimitation; procedures for determining the boundaries of outer continental shelves; the Seabed Authority; rights and obligations of states not party to the U.N. Convention on the Law of the Sea; the Arctic and the controversy on whaling. There will also be a workshop on using ArcGIS. Follows Law School academic calendar.

**GLBL 592a, Intelligence, Espionage, and American Foreign Policy**  Ted 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 603a, Terrorism and Global Development**  Nicholas Lotito
This course takes a political economy approach to the interaction of two central global challenges: terrorism and development. It interrogates two central questions: Are political and economic underdevelopment a “root cause” of terrorism? And under what conditions does terrorism cause or further underdevelopment? The course considers whether international development policy can improve security outcomes, and vice versa. Topics include foreign aid, democracy promotion, failed states, and civil war. Paper required.

**GLBL 616a, China's Rise and the Future of Foreign Policy**  David Rank
China’s return to its traditional role as a regional—and, increasingly, global—power has implications for the political, security, and economic structures that have been the foundation of the international system since the end of the Second World War. This course looks at the impact China’s ascent has had, the challenges a rising China will pose for policy makers in the years ahead, and the internal issues China will need to address in the years ahead. It does so from the perspective of a practitioner who spent nearly three decades working on U.S. foreign policy and U.S.-China relations.

**GLBL 620a, Global Crises Response**  Harry Thomas
With a special emphasis on the United States, this course explores how the international community responds to humanitarian crises and military interventions. We examine the roles and responsibilities of members of the diplomatic corps, senior military officials, nongovernmental organizations, and international financial organizations in order to understand the skill sets required for these organizations to be effective. Through readings, discussions, role-play, writing exercises, and other tools, we learn how organizations succeed and sometimes fail in assisting individuals and nations in peril. We examine emerging regional hot spots, with an emphasis on sub-Saharan Africa, Eastern Europe, the Middle East, and Southeast Asia. We explore the challenges facing the governments, civil society organizations, and businesses in the aftermath of crises and the impact on citizens. We review the effectiveness of regional organizations like the Association of Southeast Asian Nations (ASEAN), the Organisation of Islamic Cooperation (OIC), and the African Union (AU) in assisting governments rebuild and stabilize their societies. We have several role-playing simulations during which students play the role of an individual or organization responsible for briefing counterparts on key events.

**GLBL 624b, Contemporary China Research Seminar**  Paul Gewirtz, Robert Williams, Susan Thornton, and Jamie Horsley
Research and writing on contemporary problems related to China, including but not limited to legal issues. The class meets roughly six times during the term to discuss particular China-related issues (occasionally with a guest) and at the end of the term for student presentations of their research. The remainder of the term, students work on their research and writing projects and individually meet with the instructors to discuss their work. Paper required. Enrollment limited to fifteen. Permission of the instructors required. Also LAW 21179. Prerequisite (non-Law students): in addition to listing this course among permission-of-instructor selections, students should...
submit a statement of interest explaining their background related to China and research ideas they are considering no later than 4:30 p.m. on October 29, 2019. Decisions on admission to the class will be made primarily on the basis of the statements.

GLBL 634a, The Skill of Seeing Others: How to Understand Other People and Make Them Feel Seen and Understood  David Brooks
There is one skill at the center of every healthy family, organization, social movement, and nation: the ability to see where other people are coming from and understand their diverse points of view. And yet we live in an age in which many people feel unseen and misunderstood: people on right and left looking at each other in blinking incomprehension, people of different races feeling that others have no clue about the realities of their daily existence, lonely people in families and neighborhoods feeling no one knows them well. So what is this skill? We look across disciplines at people who have mastered pieces of this skill: psychologists, biographers, historians, novelists, anthropologists, social change agents, and so on. We not only study this skill but also seek to practice it.

GLBL 637b, Reopening and Reimagining Africa  Harry Thomas
It is time to “reopen and reimagine Africa.” This course requires students to research and redesign policies that will help African nations emerge economically stronger and with a population that is better educated and healthier by 2050. Similarly, students examine, analyze, and support and/or criticize the long-term policies of African nations. This requires students to engage with up-and-coming African scholars, businesspersons, educators, and policy makers to ensure that the recommendations are not conceived in a vacuum. This course also has to examine the obstacles and challenges of great-power competition among the United States, PRC, Russia, and the EU on Africa when designing alternative or status quo policies.

GLBL 641a, The Challenge of Politics  Roderick Stewart
This course examines the recent failures of Western governments, the populist response, and the possible solutions. It considers these issues through five main areas of government policy—the environment, defense, criminal justice, rural policy, and international development—from the perspective of a civil servant, a legislator, and a cabinet minister. It explores the impossible burden of public expectations and the temptation to respond with either political fantasies or technocratic arguments. It describes the struggle to make citizens engage in politics, and how social media can function as a tool both for the extremes and for the radical center. Among other issues, it explores how lobbying muffles environmental policies, how jargon allows violence to flourish in prisons, and what such pressures mean for international development. Students consider the role of classical virtue in modern politics. And ultimately the course examines how all these factors shape the question of what we wish our societies to be.

GLBL 646a, Four Conflicts through a Human Rights Lens  Janine di Giovanni
This course focuses on four conflicts of the 1990s—Bosnia, Sierra Leone, Rwanda, and Kosovo—specifically through the lens of human rights, which are all linked by a common theme: humanitarian intervention. In some cases, it went horribly wrong, Rwanda and Bosnia being prime examples. In other cases—Sierra Leone—the wars were able to end. The 1990s was the era of supposed “humanitarian intervention” and “just” wars, when doctrines such as “The Blair Doctrine” presided and were used to save civilian lives. Can we learn from what happened in that decade given the horror of Syria, Yemen, Afghanistan, and Iraq today? The course uses a mix of video footage from the wars from reputable journalists as well as testimonies, texts, and articles from the time. Students also examine the 1990s conflicts under the Right to Protect doctrine of Kofi Annan and compare how humanitarian intervention was used then—as opposed to now, in the case of the Syrian war. An important dimension of the course is lessons learned. The Blair Doctrine is examined. There are several guest speakers throughout the term who were directly involved in these conflicts.

GLBL 678a / PLSC 678a, Japan and the World  Frances McCall Rosenbluth
The historical development of Japan’s international relations since the late Tokugawa period; World War II and its legacy; domestic institutions and foreign policy; implications for the United States; and interactions between nationalism and regionalism.

GLBL 687a, Correcting Monopolistic Democracies: Fixing Africa’s Politics  Obiageli Ezekwesili
Learn why democracy as a principle and practice is analytically assessed by a strong percentage of African people as failing them economically, socially, and politically. According to a 2018 survey by Afrobarometer that also measures the “Supply of Democracy,” only 34 percent of Africans polled evaluated their countries to be both a democracy and one with which they are satisfied. This course is relevant to students with an interest in development issues, especially the intersection between politics, citizenship, government, economic policies, institutions, and investment. Students gain a deep knowledge of the findings from recent research into the quality of politics in Africa—especially Nigeria—and the role institutions, culture, incentives, poverty, and middle-class apathy plays in stagnating the continent’s democratic objectives. The course reveals that for countries to improve governance and economic performance, they must address the factors that distort their political culture, systems, and outcomes. The course explains the construct of Triangular Pillars of Democracy, which is built from the findings of the #FixPolitics research. The triangulated pillars are modeled after the economic definition of types of markets to evaluate the roles and influence of the electorate, political class, and constitutional/political framework/regulators. The analysis of the demand side, supply side, and regulatory roles of citizens, politicians, and institutions in the Nigerian political system remarkably provides deep insight into why many African countries are trapped in the practice of “monopolistic democracy.” As democracy struggles across the globe to satisfy the needs of citizens and regain their trust and legitimacy, this course provides students with perhaps a realistic and practical set of solutions that can correct distorted and skewed political systems. As the #FixPolitics research revealed, it will take the activities of the demand side of the triangular pillars to raise the political influence of the electorate in any system and center them in governance as originally intended by democracy.

GLBL 692a, The Politics of American Foreign Policy  Howard Dean
This seminar addresses the domestic political considerations that have affected American foreign policy in the post–World War II world. The goals are to give historical context to the formation of major existing global governance structures, give students an opportunity to
research how major foreign policy decisions in the past were influenced by contemporary political pressure, and assess what effect those pressures have had on today’s global issues. Case studies include but are not limited to Truman and the Marshall Plan; Johnson and the Vietnam War; Nixon and the opening of China; Reagan and the collapse of the Soviet Union; George H.W. Bush and Iraq; Clinton and the Balkans; and Obama and the development of a multilateral foreign policy for a multipolar world. Students assume the role of decision-makers under political pressure and are asked to generate a point of view regarding past, present, and future foreign policy decisions.

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 716b, Political Epidemiology  Gregg Gonsalves
Political epidemiology is the study of the impact of welfare regimes, political institutions, and specific policies on health and health equity. This course emphasizes the last among these—the effects of specific policies—on health outcomes in infectious diseases and other areas of human health and development. The course takes an issues- and methods-based approach, looking at how to evaluate the effects of political determinants of health (e.g., immigration, education, fiscal and environmental policies) through experimental and quasi-experimental methods, as well as various techniques associated with policy modeling (e.g., Markov models, systems dynamics, microsimulation, spatial models). Prerequisite: EPH 505 or a similar introductory course in statistics. STAT 541, MATH 241, or a similar introductory course in probability is recommended but not required, and a review of probability is offered in the first discussion section.

GLBL 719a, Turning Points in Peace-Building  Bisa Williams
This course examines the myriad challenges that must be addressed when the fighting has stopped. Once a peace agreement is signed, the real deal-making begins. Former rebels negotiate with their military commanders about relinquishing arms and working for a living; communities look for “peace dividends”; refugees weigh options to return home; governments try to assert authority despite their new role or how weakened they have become; and compatriots who opposed the peace settlement relentlessly try to undermine it. The international community, which often leads the warring parties to the table, takes on a new role as well, informing and sometimes deforming outcomes. Led by a veteran U.S. diplomat, this course considers peace-building processes from the perspectives of formerly warring parties, diplomats, NGOs, civil society, and the media, providing students an opportunity to develop strategies for building durable peace following conflict.

GLBL 721a, Resolving Africa’s Economic Philosophy Dilemma: Pathway to Inclusive Economic Growth and Prosperity  Obiageli Ezekwesili
What is the clear economic philosophy of countries in Africa, and could it be that the absence of one is the biggest constraint to achieving economic diversification and sustained growth that will lift citizens out of poverty? Strong factual and empirical evidence abounds on the superior performance of countries that embraced the market economy system and produced higher levels of growth and that have lifted more people than Africa’s one billion population out of poverty. However, the suspicion of “western economic models” explains why many countries on the continent are tentative or half-hearted, or outright reject capitalism as an efficient philosophy to allocate scarce resources. Political and policy leaders in Africa often look to China and India as worthy models of “owned economic vision” but often miss the role that market economy philosophy has played in the trajectory of their performance from about the end of the twentieth century to the present. Students who are interested in public policy and in private sector and international development gain insight on how ideological vestiges that followed from the effects of the colonial and Cold War eras infected the political economy of Africa and convinced most of Africa’s public leadership to be wary of capitalist philosophy and principles on which economic policies are framed, adopted, and executed across Africa. Students analytically engage the structure of the GDP of the entire continent and a few sample countries, as well as the composition and quality of growth from key economic indicators, and simulate possibilities in a market economy model. The exercise is designed to help the class appreciate the role that evidence-informed policy making may hold as the key to positioning a more inclusive type of capitalism that addresses inequalities in Africa.

GLBL 727a, Development in Crisis  David Engerman and Roderick Stewart
Development assistance has been in a perennial state of crisis since its founding in the aftermath of World War II. This course is taught by a historian of international development and by a practitioner who has run development programs in the field and managed a large development agency. The course engages both with economic theories and with practical case studies of development in action. It examines the different justifications given for development over the past seventy years and the impact of domestic politics on development programs. The course seeks to understand both the forces that have shaped the past and present of development and those that will shape its future.

GLBL 730a, Managing the Clean Energy Transition: Contemporary Energy and Climate Change Policy Making  Paul Simons
This seminar explores the principal challenges facing key global economies in managing their respective transitions to a clean energy future and the goals of the Paris agreement, while simultaneously meeting their energy security needs and keeping their economies competitive. By the end of the course, students should be familiar with key features of the global energy and climate change architecture, principal challenges facing policy makers around the world in balancing energy and climate goals, and prospects for the development of key fuels and technologies as we advance toward a net zero emissions world. After a solid grounding in energy and climate scenarios, the course explores the role of electricity and renewable energy, energy efficiency, and clean energy technologies in the clean energy transition; corporate and financial sector climate initiatives; economic tools including carbon pricing; and the shifting roles of fossil fuels in the clean energy transition. Throughout the course, students also track preparations for the historic COP26 meeting in Glasgow to be held in late 2021. The final session of the course brings all class topics together through a student role play of a 2021 G20 ministerial
meeting on energy and climate change, with class members presenting and debating country and regional plans to accelerate the clean energy transition and negotiating a joint communiqué.

GLBL 756b / PLSC 756b, The European Union  David Cameron
Origins and development of the European Community and Union over the past fifty years; ways in which the often conflicting ambitions of its member states have shaped the EU; relations between member states and the EU’s supranational institutions and politics; and economic, political, and geopolitical challenges.

GLBL 780a, Global Financial Crisis  Andrew Metrick
This course surveys the causes, events, policy responses, and aftermath of the recent global financial crisis. The main goal is to provide a comprehensive view of this major economic event within a framework that explains the dynamics of financial crises in a modern economy. The course combines lectures (many online), panel discussions with major actors from the crisis, and small group meetings. Course requirements are the preparation of four memos and a final paper with either an extended analysis of a case or a literature review for a specific topic from the syllabus. Prerequisite: successful completion of a course in introductory economics.

GLBL 781a, Banking Crises and Financial Stability  Sigrídur Benediktsdottir
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 789a and GLBL 790b, Leadership  Stanley McChrystal
This yearlong course (with GLBL 790) 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. For course dates and application, see http://jackson.yale.edu/apply/glbl-790.
½ Course cr per term

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. The pandemic today makes clearer than ever the consequences of decisions in one community that can affect the entire world. 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 https://jackson.yale.edu/apply/glbl-792/.
Attendance at first session is mandatory.

GLBL 793a / HIST 790a, Relations of the Great Powers since 1890  Paul Kennedy and Arne Westad
Reading seminar. Among the topics covered are the “New Imperialism,” the military and naval arms race prior to 1914, the relationship between domestic politics and foreign affairs, the First World War and the alteration of the Great Power order, the “new diplomacy,” appeasement, the rise of the dictator-states, the origins of the Second World War, military and strategic results of the war, the Cold War, reconfigurations of the 1970s and 80s, the end of the Cold War, post-Cold War relations. There is a heavy emphasis on historiography and an encouragement to relate economic and strategic trends to diplomatic. Open to undergraduate seniors with permission of the instructors.

GLBL 794a / HIST 791a, Ports, Cities, and Empires  Paul Kennedy and Jay Gitlin
A study of the relationship between imperialism and urbanism from the early modern period to the twentieth century. Topics include Roman medieval precedents; the uses and meanings of walls; merchant colonies and Latin Quarters; modernist urban planning and the International Style in Africa and the Middle East; comparative metro system in Paris, Algiers, and Montreal; decolonization and imperial nostalgia. Cities to be discussed include Delhi/New Delhi, New Orleans, Dublin, Cape Town, Tel Aviv, Addis Ababa, and many others. Undergraduates require permission of the instructors.

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

GLBL 801a, Economics: Principles and Applications  Jim Levinsohn and Marnix Amand
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  Justin Thomas
This course is an introduction to statistics and their application in public policy and global affairs research. It consists of two weekly class sessions in addition to a discussion section. The discussion section is used to cover problems encountered in the lectures and written assignments, as well as to develop statistical computing skills. Throughout the term we cover issues related to data collection (including surveys, sampling, and weighted data), data description (graphical and numerical techniques for summarizing data), probability and probability distributions, confidence intervals, hypothesis testing, measures of association, and regression analysis. The course assumes no prior knowledge of statistics and no mathematical knowledge beyond calculus.

GLBL 838b / ANTH 538b, Culture and Politics in the Contemporary Middle East  Marcia Inhorn
This interdisciplinary seminar is designed to introduce students to some of the most pressing contemporary cultural and political issues shaping life in the Middle East and North Africa. The course aims for broad regional coverage, with particular focus on several important nation-states (e.g., Egypt, Saudi Arabia, Afghanistan, Iran, Iraq) and Western interventions in them. Students should emerge with a keener sense of Middle Eastern regional histories and contemporary social issues, as described by leading scholars in the field of Middle Eastern studies and particularly Middle Eastern anthropology. Following a historical introduction, the course is organized around three core themes – Islam, politics, modernity – with movement from the macropolitical level of Islamic discourse and state politics to the most intimate domains of gender, family life, and contemporary youth culture. Through reading, thinking, talking, and writing about a series of book-length monographs, students gain broad exposure to a number of exogenous issues in the Middle Eastern region, as well as to the ethnographic methodologies and critical theories of Middle East anthropologists. Students are graded on seminar participation, leadership of seminar discussions, two review/analysis papers, and a comparative written review of three books. Required for Council on Middle East Studies (CMES) graduate certificate students. Recommended for Middle East concentrators in other disciplines.

GLBL 842a, Introduction to Special Operations  Christopher Fussell
For nearly twenty years, the world has seen the role, funding, and employment of U.S. Special Operations Forces (SOF) increase in ways that might seem unrecognizable to previous generations of civilian and military leaders. As the world transitions from two decades of SOF-heavy conflict into Great Power Competition among nation states, an understanding of the SOF community’s history, evolution, and future will be critical for those trying to navigate national security questions in the decades to come. This course looks specifically at historic utilization of these forces and post-9/11 expansion of authorities, funding, and mission-sets; and it considers what their proper role and function may look like moving forward. Students gain a foundational understanding of a relatively small component of the U.S. military with an outsized strategic position on the global stage.

GLBL 849a, Big Data and Global Policies  William King
Cell phones, twitter accounts, human genetic sequencing, trade figures, Web content, video surveillance, drone-collected bits and bytes, national security, and investigative sifting have generated a massive and ever-growing torrent of information. The term “big data” has recently been coined to capture this shift in the way we live and think. This course defines big data, investigates big data analytical and visualization methods, and explores implications of big data analyses on a variety of sectors including global policy, human trafficking, national security, global capitalism, and global health and finance.

GLBL 860a and GLBL 861b, Development in Action  Shoshana Stewart
This course is an immersion into the “how” of international development, done through a case study of and practicum with Turquoise Mountain, an NGO working to preserve heritage in areas of conflict. This is a yearlong, single credit course, and enrollment in GLBL 860 must be followed by enrollment in GLBL 861. Students complete six classroom sessions in the first part of the year and then a two-week practicum over spring break in Jordan. (Students who cannot spend spring break in Jordan for the course should not enroll). We take an in-depth look at the elements of building and running successful projects, including: How do you build community support? How do you work with refugees and others affected by conflict, or work with government bureaucracies? How do you create a sustainable financial model for programs? The practicum allows students to work on an element of the project, which may include any parts of Turquoise Mountain’s work, from economic development, vocational training, primary education, and health, to sustainable tourism, historic building restoration, heritage, and culture. This is an opportunity for students to explore this kind of work for their career planning and to get a sense of the practical realities of development work (whether they want to work in the field, or work alongside development projects in the future). ½ Course cr per term

GLBL 889a, World Fellows Seminar  Emma Sky
Enrollment limited to those graduate and professional school students selected as Associate World Fellows. Associates join 16 leaders from across the globe to learn, share, connect, and challenge through their participation in the weekly “Good Society” seminar, the Distinguished Speaker weekly dinner series, and other events throughout the fall term. See http://worldfellows.yale.edu/associate for details. 0.5 GSAS credit. Graded Satisfactory/Unsatisfactory. ½ Course cr

GLBL 905a / PLSC 695a, International Security  Alex Debs
This course covers the main theories and problems in international security, including the causes of war; the security dilemma; military effectiveness; coercion and crisis bargaining; nuclear proliferation. Students acquire broad familiarity with the canonical literature in international security and learn how to identify opportunities for new research. The course is designed for master’s students in Global Affairs and Ph.D. students in Political Science.

GLBL 910a, Social Entrepreneurship in Public Health  Teresa Chahine
This is a case-based course about innovation and entrepreneurship for health equity and drivers of health. Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty,
racism, gender, and other biases and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, healthy foods, safe environments, and health care. We refer to these as drivers of health. COVID-19 has brought to light for many the complexities in drivers of health, and the role of entrepreneurship and cross-sectoral collaboration in eliminating health disparities. Students examine cases of entrepreneurship for health equity in the United States and globally, using a research-based framework to analyze the role of innovation and design thinking, resource mobilization, financial viability, cross-disciplinary collaboration, and systems strengthening. Cases include start-ups and new ventures within existing institutions, referred to as intrapreneurship. Students also examine cases of collective impact, or innovating across multiple institutions. Over the years, students in this class have begun referring to these as extrapreneurship. This course brings together students from Yale College, the Graduate School, and the Schools of Management, Public Health, Environment, Divinity, and Engineering & Applied Science.

GLBL 929a, GSE India: Global Social Entrepreneurship  Tony Sheldon
Launched in 2008 at the Yale School of Management, the Global Social Entrepreneurship (GSE) course links teams of Yale students with social enterprises based in India. GSE is committed to channeling the skills of Yale students to help Indian organizations expand their reach and impact on “bottom of the pyramid” communities. Yale students partner with mission-driven social entrepreneurs (SEs) to focus on a specific management challenge that the student/SE teams work together to address during the term. GSE has worked with thirty leading and emerging Indian social enterprises engaged in economic development, sustainable energy, women’s empowerment, education, environmental conservation, and affordable housing. The course covers both theoretical and practical issues, including case studies and discussions on social enterprise, developing a theory of change and related social metrics, financing social businesses, the role of civil society in India, framing a consulting engagement, managing team dynamics, etc. Enrollment is by application only. Also MGT 529. ½ Course cr

GLBL 944a, Macroprudential Policy I  Sigrídur Benediktsdóttir, Margaret McConnell, and Greg Feldberg
This two-term course (with GLBL 945) focuses on current macroprudential theory and the application and experience of macroprudential policy. The course focuses on the motivation for monitoring systemic risk and what indicators may be best to evaluate systemic risk. Macroprudential policy tools, theory behind them, and research on their efficiency, supported with data analysis, models, and examples of use of the tools and evaluation of their efficiency.

GLBL 960a, Economic Analysis of High-Tech Industries  Edward Snyder
This course applies industrial organization frameworks from economics to high-tech industries. Students, individually and in teams, use those frameworks to assesses competition among high-tech firms and to develop insights about the market capitalizations of individual firms. A further important objective is to understand how the ecosystem for high-tech industries is affecting business and society.

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