GLOBAL AFFAIRS

Jackson Institute for Global Affairs
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M.A.S., M.A.

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Senior Lecturers Marnix Amand, Sigga Benediktsdottir, Charles Hill (International Security Studies), Asha Rangappa, Justin Thomas, Isaiah Wilson

Lecturers Jeff Bandman, Michael Boozer (Economics), Michael Brenes, Elaine Dezenski (Ethics, Politics, & Economics), Christopher Fussell, Robert Hecht, William Casey King, Nicholas Lotito (Political Science), Alice Miller (Public Health; Law), Julie O’Brien, Daniel Steinmetz-Jenkins, Kristina Talbert-Slagle (Global Health), Catherine Tejeda, John Weigold, Edward Wittenstein, Lauren Young

Senior Fellows Susan Biniaz, Eric Braverman, David Brooks, Ryan Crocker, Howard Dean, Janine di Giovanni, Robert Ford, Clare Lockhart, Stanley McChrystal, George Packer, David Rank, Bill Richardson, Stephen Roach, Emma Sky, Harry Thomas, Margaret Warner

Visiting Assistant Professor Raphael Dix-Carneiro (Economics)

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; 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 fifty to sixty 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.

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, 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 term 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 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 coursework 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.

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 510a, Humanitarian Aid from Dunant to Today: Understanding the Origins of the Modern Humanitarian System Nathaniel Raymond
The international community is now responding to an unprecedented level of complex humanitarian disasters, primarily the result of civilian displacement caused by protracted armed conflicts. This seminar explores both the critical historical moments that forged modern humanitarian practice and the current trends and challenges that may affect the future of disaster assistance. The goal is to equip students with a holistic and applied understanding of how the humanitarian system operates and the core geopolitical dynamics that shape it. Beginning with Henri Dunant, the birth of the International Committee of the Red Cross, and the early sources of international humanitarian law, the course follows the evolution of humanitarian aid provision from the nineteenth century to the present. Particular foci of reading and class discussion include the Biafra crisis and the Ethiopian famine of the 1980s, the role of the Rwanda genocide in launching a series of humanitarian reforms, and the ongoing impacts of the European migrant crisis. Students are expected to track
specific ongoing humanitarian emergencies as part of preparation for class discussion, complete weekly readings, and write and present a capstone paper on an individually identified topic.

GLBL 511b, Biography and Diplomacy  George Packer
This course focuses on the career of the late American diplomat Richard Holbrooke. Using the instructor’s forthcoming book, Our Man: Richard Holbrooke and the End of the American Century, students study different approaches to the writing of biography and to the practice of diplomacy. Excerpts from other works—history, biography, autobiography, government documents—provide context for the various chapters of Holbrooke’s career, from Vietnam to Afghanistan.

GLBL 525b, War, Peace, and the (Post) Modern State  Isaiah Wilson
This seminar addresses the dramatic—some claim “revolutionary”—changes in the global security environment since the end of the Cold War and their impacts on the dynamics of war, peace, and nation-state development. The course reexamines the interplay of war and peace during the era of the modern nation-state, with particular attention to the last two decades of this era. We also focus on what constitutes war and peace during the era, the relationship between the two concepts, the potential causes and characteristics of war and peace, and finally, the myths, misnomers, and outright mistakes embedded in this modern-era concept of war and peace. We then present the story of war and peace as it has played out during the contemporary modern period and survey the perils, paradoxes, and promises of U.S./Western (modern system) intervention focusing particular attention on three cases: the Balkan “Wars” and Bosnia and Herzegovina, the Iraq War, the Conflict in Afghanistan. We then think beyond modern war and peace and the crisis within the “Western” way of war and peace. Finally, we explore some of the new scholarly works and innovative approaches to the modern-era crisis in war, peace, and the state (i.e., the paradox)—as well as develop, discuss, and collectively challenge our own ideas and theories of war, peace, and the state in the postmodern era.

GLBL 526b, Economic Strategy for Doing Business in Developing Countries  Kevin Donovan
This course examines economic strategies for nonprofit and for-profit organizations and firms operating in the developing world. The first half of the course focuses on conducting business in environments with weak or deficient institutions, including corruption, political instability, lack of contract enforceability, and poor investor protection. The course primarily uses quantitative economic and game theoretic analysis to examine these issues, and we draw heavily on microeconomic analysis taught in the first year (or in undergraduate intermediate-level economics courses). The second half explores the role of nonprofits, NGOs, and multilateral institutions in the process of development. We study credit market failures and the gap filled by micro-credit institutions. We learn some strategies to evaluate the desirability and success of development projects in social marketing, poverty reduction, and microfinance. We use the tools of economics to analyze contentious international policy issues such as natural resource exploitation, the free trade of goods including environmental goods (e.g., waste and pollution), intellectual property protection, and labor rights.

GLBL 527b, Measuring Well-being: Concepts and Application  Murray Leibbrandt
This course has two objectives. First, it introduces the conceptual literature on the measurement of well-being (inequality, poverty, social mobility), working through a book on the issue by Nobel laureate Amartya Sen and undertaking readings that focus more specifically on each of these three dimensions of well-being. This approach introduces measures of each of these dimensions in a way that links them to their conceptual foundations. In line with contemporary practice, discussion includes both money measures (income and expenditures) and multidimensional measures (such as education, health, and access to services). With this understanding of the measures in place, the second objective is to take students into the computer lab to make use of household survey data and the statistical package Stata to measure well-being and assess policy. The quantitative work in classes and labs focuses on South Africa. However, the course has applicability to any country with good survey data. Students are introduced to the broad range of data sets available to them at Yale and write a term paper using a non-South African data set of their choice to analyze a dimension of well-being. This is a structured exercise, starting with a proposal, moving to a draft, and then a final hand-in. Prerequisites: familiarity with basic econometric/statistical methods through multivariate linear regression, and experience with Stata.

GLBL 529a / WGSS 529a, 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 are required.

GLBL 533b / PLSC 747b, The Political Economy of Reform in China  Adam Liu
This course seeks to explain how politics and the evolution of political institutions help explain the patterns and outcomes of major economic reforms in a single-party authoritarian state. While the focus is on China, important themes in political economy are drawn and discussed.

GLBL 536b, Human Rights: Theories and Practices  Thania Sanchez
The aim of this seminar is to engage in the normative and empirical evaluation of human rights promotion efforts by NGOs, international organizations, and states. We discuss current theories and debates about how human rights work. On the empirical front we discuss the efficacy of tools used to promote human rights, such as advocacy campaigns, naming and shaming, mass mobilization, sanctions, aid and development, and law and courts. Some of the areas of human rights under discussion include civil and political rights, genocide and crimes against humanity, refugee rights, and women’s rights.
The seminar ends with a mock climate-related negotiation. UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, and the 2015 Paris Agreement. Negotiating countries are resolved. The seminar also examines the history and substance of the climate change regime, including the 1992 development of national positions, advocacy of national positions internationally, and the many ways in which differences among climate lens, students explore the crosscutting 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 the 1992 UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, and the 2015 Paris Agreement. The seminar ends with a mock climate-related negotiation.
GLBL 573a, Global Resources and the Environment  Chadwick Oliver
Students first learn the global distribution of resources—the amounts, importance, and causes of distribution, and potential changes of soils, water, biodiversity, human societies, energy sources, climates, agriculture, forests and forest products, minerals, and disturbances. They also learn how to analyze and interpret data on global resource distributions. Secondly, they gain an understanding of the value of multiple-country trading of resources. Thirdly, they gain an understanding of the many mechanisms that facilitate such exchanges, including policies and treaties; business, markets, trading partners, and economies; “good will”; social “taboos”; force; news media; philanthropy; skillful negotiations; cultural/social affiliation; technologies; shared infrastructures; and others. Four teaching methods are used: lectures on the different resources and policy mechanisms; analytical exercises for understanding how to use and interpret international data—and its limitations; a class negotiation exercise for learning the uses of international trade; and guest lectures by faculty and meetings with practitioners for learning the facilitation mechanisms. Three hours lecture; possible field trips.

GLBL 575b, National Security Law  Asha Rangappa
This course explores the legal questions raised by historical and contemporary national security issues and policies. Learning the law is not as simple as learning set rules and applying them: there is rarely a “right” or “wrong” answer to a complex legal question. National security law, in particular, is an expanding field of study, with new laws and policies testing the limits of previously understood constitutional and legal boundaries. We therefore focus on how to approach national security questions by understanding the fundamental legal tenets of national security policies, the analyses used by courts and legislatures to confront various intelligence and terrorism issues, and theories of how to balance the interests of national security with civil liberties. Although the course is taught much like a traditional law class with an emphasis on the U.S. Constitution, statutes, regulations, executive orders, and court cases, no previous legal knowledge is expected or required.

GLBL 579a, Global Governance  Yurii 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 580a, 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. 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 and impact. Using Russia’s efforts in the 2016 election as an example, students examine the legal limitations on the FBI and intelligence community’s ability to counter such operations in the United States and explore potential policy solutions in the realm of intelligence tools, privacy laws, Internet regulation, and human “social capital.” Guest speakers include information warfare expert Molly McKew, Russian CIA officer John Sipher, producers of the recent documentary Active Measures, and others.

GLBL 582a, 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  Staff
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 2040.

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 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  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 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 601b, Current Issues in International Economics  Sigridur Benediktsdottir
This course deals with the application of international economics analysis to current public policy issues. The objective is for students to gain a broad understanding of international economics analysis and important current related policy issues. A third of the course is devoted to current trade policy issues and how economic analysis can support decision-making and explain outcomes. This topic is very relevant now, as trade deals are being renegotiated and trade wars seem imminent. The rest of the course focuses on international finance and capital flows. As central banks in developed economies start to raise interest rates, international financial flows and exchange rates may be affected, with important implications in particular for emerging economies.

GLBL 603a, Terrorism and Global Development  Nicholas Lotito
This course explores the interaction of two central global challenges: terrorism and development. It interrogates the causal cycle of development and terrorism. 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 604b, Four Conflicts: Iraq, Syria, Yemen, and Afghanistan  Janine di Giovanni
This course focuses on four recent conflicts—Afghanistan, Iraq, Syria, and Yemen—using human rights as a sustaining theme. The instructor uses her on-the-ground knowledge to dig deep into the roots of the conflicts; the specific battles; turning points; the case studies of human rights abuse; and finally, possible political solutions and post-conflict resolution. We use a mix of video footage from reputable journalists as well as testimonies, texts, and articles from the time. An important dimension is lessons learned from previous wars, and the diplomatic and international response. There will be two or three guest speakers who were directly involved in the
individual conflicts. Students have assigned readings and three blogs to write, as well as a final presentation, which can take the form of a long essay, an academic paper, or an audiovisual presentation, with approval from the instructor. Class participation constitutes a large portion of the grade; students must be willing to engage and debate throughout.

**GLBL 605b, Present at the Disintegration: How America Lost Influence After Winning the Cold War**  Margaret Warner
How did the United States progress from “winning” the Cold War, through the “unipolar moment” of the 1990s and bloody conflicts of the post-9/11 landscape, to where it stands today: facing near-peer regional competitors in Asia and Europe, and faltering public faith in the “Liberal World Order” America helped create? To what degree was this trajectory inevitable, as new economic and geopolitical forces emerged after the Cold War? To what degree was it determined by choices made by the six most recent presidents, from Ronald Reagan to Donald Trump? This seminar examines presidential decision-making over three decades, as these presidents and their advisors struggled to devise a new American “grand strategy” without the foil of a rival superpower. It explores how they defined U.S. national interests; what threats they identified pre- and post-9/11; and what diplomatic, military, and economic instruments of U.S. power they chose to meet those challenges. The primary objective is for students, especially aspiring policy makers, to develop an understanding of how complicated foreign policy making is in the heat of crisis, under competing strategic, political, and human pressures, and the president’s own instincts. Weekly readings include book excerpts, analytical articles, original sources, memoirs, and an occasional film or novel of the era. Classes are built around brief opening lectures; student discussions of framing questions from the instructor; the instructor’s insights from covering U.S. foreign policy making in Washington and conflict zones overseas; and occasional guest speakers directly involved in internal policy debates at the time.

**GLBL 610a, Rethinking Iranian-American Competition and the Current Iran Strategy**  Kevin Chalker
The aim of this consulting-style class is to help the “client,” United States Special Operations Forces (USSOF), analyze the long-term consequences of America’s newly articulated posture toward Iran. Using the current Iran Strategy as policy guidance, this course attempts to determine what unintended consequences may result if USSOF pursue one of a variety of options in furtherance of America’s hard-line objectives. In the process of making this determination, we critically examine the rationale behind the current competition with Iran, the trade-offs of increased engagement with Iran throughout the Middle East, and the value USSOF can add in “Phase o” of conflict. Specific questions we ask include: How can the United States appreciably alter the behavior of Iran’s civil government and military while maintaining a light footprint in the region? What role, if any, should USSOF play in these efforts? And what are the long-term, geopolitical implications of increased counter-Iranian activity?

**GLBL 612b, Introduction to Social Entrepreneurship**  Teresa Chahine
This is a practice-based course in which students from across campus form interdisciplinary teams to work on a social challenge of their choice. Teams include students from SOM, YSPH, F&ES, YDS, Jackson Institute, and other schools and programs. Students start by identifying a topic area of focus, then form teams based on shared interests and complementary skills. Over the course of thirteen weeks, student teams delve into understanding the challenge through root cause analysis and research on existing solutions and populations affected; then they apply human-centered design thinking and systems thinking to design, prototype, test, and iterate solutions. Using tools such as the theory of change, logframe, business canvas, and social marketing strategy, teams build and test their impact models, operational models, and revenue models. Readings and assignments from the textbook *Introduction to Social Entrepreneurship* guide this journey. These include technical templates, case studies, and interviews with social entrepreneurs and thought leaders in different sectors and geographies around the world. The class meets weekly for three hours in a workshop-style session; guests from local social enterprises join the class to share their experience, advice, and challenges. At the end of the term, student teams pitch their ventures to a panel of judges including social venture funders and social entrepreneurs. Teams are encouraged, but not required, to submit their ventures to one of the campus-wide start-up prizes. While there are no prerequisites, this course builds on the SOM core course *Innovator* (MGT 421), as well as electives including MGT 529, MGT 621, MGT 631, MGT 655, MGT 665, and MGT 867. Also MGT 612.

**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 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 620b, 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 621b, Globalization and Labor Market Adjustment  Rafael Dix-Carneiro
Economists usually praise free trade as a desirable policy. Although it has been understood for many years that trade can lead to winners and losers, the inequality effects of trade have typically been dismissed because they were thought to be small or unimportant. Recent evidence on the labor market effects of globalization has shown that increases in trade exposure can lead to substantial disruption in the labor market, which can last for decades and lead to persistent distributional effects. Since the benefits from trade are not equally shared, skepticism toward globalization has soared. This sentiment has led to a recent anti-globalization wave, with important political consequences. In this seminar, we discuss the theory behind the labor market effects of trade, and, more importantly, what we know about how labor markets have responded to trade shocks, such as the emergence of China as a major international player, and trade liberalization episodes in developing countries over the past thirty years. The seminar is based on discussion of recent academic papers on the topic, which is experiencing an explosion of interest and research. We make heavy use of microeconomics and econometrics. Key concepts in these disciplines are refreshed throughout the course.

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 665b, Increasing Global Competitiveness through Science and Technology  Eric Braverman
Science and technology make progress possible at a speed and scale that were unimaginable even ten years ago. New sophistication in advanced computing, the availability of data, growing interconnectedness of systems and society, and the rise of cross-disciplinary fields of study each could create opportunity and improve quality of life for billions of people. Some authoritarian societies such as China have already used these techniques as a launching pad for economic development and global influence. How can free societies respond at a time when their own economic models are under threat? What will it take for liberal democracies to develop a true strategy on AI; import and preserve a truly global network of talent; transform institutions of higher learning; and restore faith in the economic models at a time of great disruption? This seminar explores how liberal democracies can use science and technology to compete to win. In addition to participating in the general discussion, each student prepares and leads a class discussion on a topic the student proposed during the application period. At the end of the term, the class develops a series of recommendations on research questions to explore further and meets with leaders seeking advice on potential paths forward for their societies. Permission of the instructor required. Application deadline: Friday, January 4, at midnight.

GLBL 685b, Arab Spring, Arab Winter, and U.S. Policy in the Middle East and North Africa  Robert Ford
The course first studies internal drivers of the Arab uprisings of 2011, including corruption and socioeconomic difficulties as well as the state instruments of repression and control. It then examines factors boosting political Islam, both pragmatic groups and jihadis, the bitter divide between secular and Islamist forces in the MENA region, and sectarian conflicts. It next studies how security states and external actors restored repressive governments in 2011–14 in the onset of the ongoing “Arab Winter.” Finally, it examines American policy responses over the past two decades and the problems applying neo-conservative, liberal-interventionist, and realist policies in a region so marked by internal discord. Also LAW 21104-01.

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 multipolar 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 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 696b / PLSC 745b, Political Violence  Jason Lyall
This course surveys the causes, effects, and consequences of political violence across several empirical domains, including civil war, insurgency, conventional war, terrorism, coups, and organized crime. Particular attention is paid to recent theoretical and empirical advances in our understanding of political violence as well as to gaps in existing literature. Equal weight is given to theoretical development and research design. The course is interdisciplinary by design, drawing on work in political science, economics, psychology, history, and anthropology.

GLBL 712a, Insurgency and Counterinsurgency  Isaiah Wilson
This course examines the dynamics of insurgency (a distinct variant of guerrilla warfare) and counterinsurgency (the government response), and has been crafted with America’s recent and current involvement in both Afghanistan and Iraq in mind. This course seeks to acquaint students with the nature, dimensions, and history of insurgency and counterinsurgency both past and present and establish a solid foundation upon which expertise and analytical capabilities can be developed for future application. The course also considers a wide range of questions to provide students with a deeper understanding of the evolution of insurgent strategy and tactics over time and the development of government counterinsurgency doctrine. Questions include: What is insurgency and how does it differ from guerrilla warfare and terrorism? Why and how do insurgencies develop? How have strategies and tactics of insurgents changed over time? Who are the foremost ideological and doctrinal proponents of insurgency and why? Who are the foremost counterinsurgency practitioners? Why does insurgency succeed or fail? How can insurgency be fought? Why the wheel is seemingly always “reinvented” in counterinsurgency? Finally, the course aims to analyze both the effectiveness of insurgency as a means to achieve political change and the challenges faced by the liberal democratic state in responding to insurgent campaigns and challenges.

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 715a / AFST 715a, Economic and Trade Challenges and Opportunities in Southern Africa  Harry Thomas
How can the Southern African Development Community (SADC) member states (Angola, Botswana, Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe) achieve sustainable economic development and integrate trade? In this course, we discuss structural and institutional challenges to sustainable economic development and trade and how SADC can overcome these obstacles. We examine SADC in comparative perspective. Students research the critical issues in SADC politics and governance that prevent improved economic output. This course also highlights the economic and trade successes SADC has experienced.

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 723b, Missions in the Real World: U.S. Engagement in the Broader Middle East  Ryan Crocker
The seminar identifies current and likely future hot spots in the region. For each case, students analyze the situation, evaluate U.S. interests, and make recommendations on the nature and extent of U.S. involvement. Students draw on relevant historical background as well as current assessments. Students focus in particular on resources: personnel requirements (numbers, missions, military/civilian), allies and adversaries, financial obligations, the price of success, and the cost of failure.

GLBL 725a, Diplomatic Crises and Statecraft  William Richardson
Hands-on case studies of diplomatic crises and statecraft that include the North Korean crisis; the Iran nuclear deal; the Rohingya crisis; the effectiveness of the un-trade wars between the United States, China, the EU, and NAFTA; OPEC and the geopolitics of oil diplomacy; crises in the Congo and the Sudan; Latin America, the forgotten hemisphere (U.S.-Mexico and Venezuela relations and Trump immigration policy). The course also includes sessions on hostages and political prisoners as well as a primer on how to get elected to office.

GLBL 738a, Comparative Constitutional Law  Akhil Reed Amar and Steven Calabresi
This seminar provides a comparative perspective on American constitutional law by looking at analogous case law and institutions from other constitutional democracies including the U.K., Germany, France, Japan, India, Canada, South Africa, Australia, Indonesia, South Korea, Brazil, Italy, Israel, and the European Union. Topics include amendment mechanisms, secession, judicial review, separation of powers, federalism, fundamental rights, equality, freedom of expression, freedom of religion, comparative procedure, property rights and economic liberties, entitlements to government aid, and guarantees of democracy. Paper required. Also Law 20121.

GLBL 745a, Climate Change Policy and Perspectives  Daniel Esty
This course examines the scientific, economic, legal, political, institutional, and historic underpinnings of climate change and the related policy challenge of developing the energy system needed to support a prosperous and sustainable modern society. Particular attention is given to analyzing the existing framework of treaties, law, regulations, and policy—and the incentives they have created—which have
done little over the past several decades to change the world’s trajectory with regard to the build-up of greenhouse gas emissions in the atmosphere. What would a twenty-first-century policy framework that is designed to deliver a sustainable energy future and a successful response to climate change look like? How would such a framework address issues of equity? How might incentives be structured to engage the business community and deliver the innovation needed in many domains? While designed as a lecture course, class sessions are highly interactive. Self-scheduled examination or paper option.

GLBL 750b, 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 faking 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/american-power-21st-century-lessons-diplomacy.

GLBL 752a, American Power in Transition: Providing an Uncommon Defense and the Search for Strategic Stability  Isaiah Wilson
The years since the end of the Cold War have marked two big world-system-impacting consequences: the end of more than forty years of relatively stable bipolarity and the beginning of America’s “unipolar moment” of preeminent power dominance. Today’s tumultuous global security environment is perhaps best characterized as contagious with converging, transregional compound security dilemmas and a growing pathological weakening of nation-states and, arguably, of the Western-Liberal system. For the United States and the world-system at-large, these times mark a moment of significant, and perhaps historic, strategic inflection. The hard choices the United States makes today and in the coming years impacting whether or not it intervenes in world affairs—and if so, how it chooses to intervene—will matter most. These choices will (re)define the new American national security and, consequently, the future stability of the international system and community of nation-states. As such, they demand a reconsideration of American global leadership since its rise to unipolar primacy in the early 1990s. This course explores and examines questions revolving around power in transition, in general terms, and more pointedly with critical focus on American power and uses of force over the past three to four decades. We adopt a theory-history-practice analytical approach, incorporating mixed methods, including case examinations. The seminar is organized around five “crisis arenas”: crisis in American grand strategy; crisis in American commitment to assuring global system order; crisis in humanitarianism; crisis of law, ethics, and intervention; and crisis in American identity.

GLBL 771b, Effective States, Weak States, and Citizens in the Twenty-First Century  Clare Lockhart
Analysis of the role of the state and the social compact in the twenty-first 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. This is a graduate seminar, but undergraduates may also apply. Enrollment is limited to sixteen. Given the limited space available, students may e-mail the instructor to discuss enrollment.

GLBL 780a, Global Financial Crisis  Andrew Metrick and Timothy Geithner
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 781b, Banking Crises and Financial Stability  Sigríður Benediktsdóttir
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 785a / PHIL 755a, Conservatism: Seminar  Samuel Moyn, Scott Shapiro, and Ross Douthat
This seminar examines conservatism’s origins as a body of theory; turns to the trajectory of American conservatism since World War II, focusing on both intellectual history and popular mobilization; and concludes with a survey of versions of conservatism prominent in contemporary legal scholarship.

GLBL 789a and GLBL 790b, 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. This is an application-only course offered over two terms (fall, spring); final grade is granted only upon completion of both terms (GLBL 789 and GLBL 790). Course application: http://jackson.yale.edu/apply/glbl-790. Application deadline: Aug. 13. 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. 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/gllb-792. Attendance at first session is mandatory. Application deadline, August 1.

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

GLBL 801a, Economics: Principles and Applications  James Levinsohn
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 803b, History of the Present  Daniel Steinmetz Jenkins
When scholars and pundits today proclaim that we live in a neoliberal world and a populist age, what do they mean? How are we to make sense of the turn to traditionalism and nationalism in the age of Trump, Putin, Brexit, Erdogan, and Modi? And in what sense is democracy now in a state of crisis? This course looks at global politics since the fall of Communism with the aim of providing a rich understanding of the contemporary moment. Topics to be discussed include post-securalism, populism, the crisis of democracy, neoliberalism, nationalism, etc. We place these concepts and their use in a global context with a focus on India, Russia, Turkey, North Africa, the European Union, China, and the United States.

GLBL 833a, 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 838a / ANTH 538a, 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 exigent 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 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 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 883b, Challenges to Security and Stability in Central and Eastern Europe  Yuriy Sergeyev
This course examines the geopolitical, political, military, socioeconomic, and ideological factors that are challenging security and stability in the region of Central and Eastern Europe after collapse of the USSR. The goal is to give students a broad understanding of the reasons for the worsening security and stability in the region, particularly the Baltic states, Visegrad states, and GUAM member states, and to model further potential developments. The influence of the global players – United States, European Union, Russia – on the security situation in the region is considered.

GLBL 885b, World Order in Liberal Arts  Charles Hill
International peace and security as humanity’s primary moral-philosophical problem, reflected in works beyond the policy realm, from Confucius to Kant, Hegel, Wittgenstein, and Niebuhr. Early writings of Kissinger and his diplomatic papers now at Yale provide case studies. Prerequisite: permission of the instructor.

GLBL 905a / PLSC 695a, International Security  Nuno Monteiro
This course covers the main theories and problems in international security. After analyzing the main theoretical traditions devoted to understanding international security and world order, we discuss a variety of topics such as: the causes of war; the role of nuclear weapons and the problems with their proliferation; coercion, signaling, and crisis bargaining; military effectiveness; and U.S. grand strategy. Students acquire broad familiarity with the canonical literature in these fields, understand how to apply scholarship to analyze contemporary international security problems, and learn to identify opportunities for new research. The course is designed for master’s and Ph.D. students who plan to pursue either policy or scholarly work in international security. Seminar sessions may feature outside guest scholars. Besides the weekly seminar sessions, students are strongly encouraged to attend weekly reading group sessions in which we dissect recent scholarship on the same topics for which we have read the canonical works.

GLBL 910a, Innovation and Entrepreneurship in Public Health  Staff
This course aims to familiarize students with the principles and practice of innovation and entrepreneurship in the context of public health, as defined by the well-being of society, including social and environmental determinants of health. We examine a set of public health challenges within the context of the Sustainable Development Goals (SDGs), using a hybrid method combining case studies and assignments. Case studies provide an opportunity to analyze cross-cutting challenges faced by innovators and entrepreneurs in the field of public health. Assignments allow students to dig deeper into specific topic areas within public health innovation and entrepreneurship. The target audience for this course includes graduate and undergraduate students in the M.B.A., M.A.M., M.P.H., and other programs at Yale SOM, the School of Public Health, and across campus. It is a precursor, but not a prerequisite, for Introduction to Social Entrepreneurship, where students design ventures tackling social challenges through new or existing organizations. ½ Course cr

GLBL 929a and GLBL 930b, 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 per term

GLBL 944b, Macroprudential Policy  Sigrídur Benediksdottir
This course focuses on current macroprudential theory and the application and experience of macroprudential policies, which address risks and vulnerabilities of financial systems in an effort to manage systemic risk and promote financial stability.

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