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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**Directors of Graduate Studies**
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**Professors**
- David Engerman (History)
- John Gaddis (History)
- Jacob Hacker (Political Science)
- Oona Hathaway (Law)
- Robert Jensen (School of Management)
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- Paul Kennedy (History)
- James Levinsohn (School of Management)
- A. Mushfiq Mobarak (School of Management)
- Samuel Moyn (Law)
- Catherine Panter-Brick (Anthropology)
- Peter Schott (Economics; School of Management)
- Ian Shapiro (Political Science)
- Timothy Snyder (History)
- Jing Tsu (East Asian Languages & Literatures)
- Aleh Tsyvinski (Economics)
- Arne Westad (History)
- Steven Wilkinson (Political Science)
- Ernesto Zedillo (International Economics & Politics)

**Associate Professors**
- Alexandre Debs (Political Science)
- Kaveh Khoshnood (Public Health)
- Nuno Monteiro (Political Science)
- Marci Shore (History)
- Jonathan Wyrtzen (Sociology; International Affairs)

**Assistant Professors**
- Lorenzo Caliendo (Economics; School of Management)
- Zack Cooper (Public Health)
- Gregg Gonsalves (Public Health)
- Alice Miller (Public Health; Law)
- Thania Sanchez (Political Science)
- Kristina Talbert-Slagle (Internal Medicine; Global Health)

**Senior Lecturers**
- Marnix Amand
- Sigga Benediktsdottir
- Charles Hill (International Security Studies)
- Aisha Rangappa
- Justin Thomas

**Lecturers**
- Michael Brenes
- Christopher Fussell
- William (Casey) King
- Nicholas Lotito (Political Science)
- Jamie Morse (Global Health)
- Nathaniel Raymond
- Daniel Steinmetz-Jenkins
- Edward Wittenstein

**Senior Fellows**
- Susan Biniaz
- Eric Braverman
- David Brooks
- Ryan Crocker
- Howard Dean
- Janine di Giovanni
- Robert Ford
- Clare Lockhart
- Stanley McChrystal
- Rakesh Mohan
- Stephen Roach
- Emma Sky

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 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 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 also be fulfilled by completing language study, other relevant course work, or independent research on an approved topic.

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

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

SPECIAL REQUIREMENTS FOR THE M.A.S. DEGREE

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

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

Joint-degree candidates must fulfill all of the requirements of both programs in which they are enrolled before receiving either degree. Joint-degree students must take at least twelve graduate-level courses in Arts and Sciences departments or in professional schools other than the one granting the joint degree toward the Global Affairs program requirements. Three of these will be GLBL 801, GLBL 802, and GLBL 803, though the DGS may waive a portion of the core for a joint-degree candidate. Two of the twelve courses may be language courses.

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 505a, Environmental Security in the Middle East  Kaveh Madani

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 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 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 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 537a, Reporting and Writing on War and Humanitarian Disasters  
Janine di Giovanni

This course examines how to identify, interview, and document human rights violations in the field. It is aimed at students who want to work as journalists, advocates, or policy makers, and at those who want to work as practitioners during a conflict or humanitarian crisis or under extreme circumstances. The instructor brings twenty-five years as a field reporter in war zones into the classroom: the goal is to make the learning functional. The course teaches students how to compile their findings in the form of reports and articles for newspapers and magazines as well as advocacy letters, op-eds, and blogs. We develop skills for “crunching” talking points for presentations and briefing papers. Each week focuses on a theme and links it to a geographical conflict. Students emerge with practical research, writing, and presentation skills when dealing with sensitive human rights material—for instance, victims’ evidence.

GLBL 543b, Practicum in Data Analysis Using Stata  
Justin Thomas

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

GLBL 552a, Asia Now: Human Rights, Globalization, Cultural Conflicts  
Jing Tsu

This course examines contemporary and global issues in Asia (east, southeast, northeast, south), in a historical and interdisciplinary context that includes international law, policy debates, cultural issues, security, military history, media, science and technology, and cyber warfare.

GLBL 558a, History and Theories of Global Development  
Daniel Steinmetz Jenkins

This course offers a history of development thought from its origins in the Enlightenment to our present neoliberal age. It also provides a thematic approach to key concepts that have come to play a defining role in theories of global development. Topics to be discussed include globalization, postindustrialism, sustainability, security, etc.

GLBL 559a, Evolution of Central Banking  
Rakesh Mohan

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

GLBL 560a, Religion and Global Politics since 1989  
Daniel Steinmetz Jenkins

This course examines the increasing influence that religion has had on global politics since the end of the Cold War. It attempts to narrate the rise and the fall of secular governance since 1989 in such places as central Europe, Russia, India, Turkey, and elsewhere. Concepts to be discussed include populism, traditionalism, post-secularism, religious freedom, etc.

GLBL 562b, Cyber Operations in U.S. National Security Policy  
Nathaniel Raymond

This seminar explores the evolution of U.S. national security policy relating to cyber operations by the United States, its allies, and its adversaries from 1986 to the aftermath of the 2016 presidential election. Students develop deep expertise in the history and practice of offensive hacking, cyber kinetic, and cyber surveillance operations by U.S. national security agencies. Additionally, students examine the current available doctrine and critical debates about legal and regulatory issues relevant to these activities. The seminar also discusses the role of private sector companies and non-state actors, such as WikiLeaks and ISIS, in how cyber operations policies came about and have evolved.
GLBL 570a, Negotiating International Agreements: The Case of Climate Change  
Susan Biniaz
This seminar is a practical introduction to the negotiation of international agreements, with a focus on climate change. Through the 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 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 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 585a, 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 2040.

GLBL 590b, Cybersecurity, Cyberwar, and International Relations  
Edward Wittenstein
Analysis of international cyberrelations. Topics include cybercrime, cyberespionage, 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 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, logic model, 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 624b, Contemporary China Research Seminar  Robert Williams

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 2179. 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 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 637a, U.S. Economic Policy toward Africa: On Target or Misguided?  Harry Thomas

This course explores the United States’ focus on security and counterterrorism at the expense of development assistance and questions if trade opportunities are being lost to the EU, Russia, and China. We examine the policy to counter extremist groups such as Boko Haram, ISIS, and the insurgent group al-Shabab, and the United States’ military assistance to governments including but not limited to Chad, Djibouti, Nigeria, Somalia, and South Africa, and examine its effectiveness. We analyze the role of America’s 4,000-troop multinational Djibouti-based Joint Task Force–Horn of Africa. Will it protect America and prevent terrorists’ attacks, or is it doomed to failure?

GLBL 674b / PSCL 674b, Military Power  Nuno Monteiro

The foundations, applications, evolution, and limits of military power. Reading of Clausewitz’s On War in conjunction with contemporary works. Issues include civil-military relations, military power and political influence, coercion, small wars, occupation and insurgency, and the revolution in military affairs.

GLBL 685b, Arab Spring, Arab Winter, and U.S. Policy in the Middle East and North Africa  Robert Ford

This seminar first studies the increased repression in states destabilized during the Arab Spring and looks at pervasive roles of the security services and corruption. After a detailed look at the coup d’état in Egypt, contrasted with more hopeful developments in Tunisia, we consider the outlook for mainstream Islamists as well as Salafis and jihadis. The seminar spends a session examining the U.S. counterterrorism campaigns. It then studies the conflicts in Syria and Iraq and the impact of refugee flows in the region. Finally, the seminar examines the particular economic and climate challenges that confront the regional states. Throughout, we look at American policy responses and choices, but the greatest focus is on the agency that these countries themselves have. Students leave the course with an understanding of the major internal political pressures operating on Arab states since independence, the pressures that also are exerted on them from regional and international actors, and the difficulties American policy makers have addressing these pressures. The seminar should also give students a strong grasp of the policy-making process in the modern American foreign policy establishment. Also LAW 21104.

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 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 760a, Sanctions and Syria  William King
A seminar in conjunction with the U.S. Department of State. This is a consulting-style class. The U.S. Department of State's Bureau of Near Eastern Affairs has agreed to work with us as "the client." The seminar focuses on the following question: What impact, if any, do U.S. and international sanctions have on the Syrian regime's calculus in considering a political settlement of the conflict? A series of smaller questions inform this, including: How well can the Syrian regime fare politically and economically if sanctions are not lifted? Do U.S. sanctions against regime-affiliated companies and individuals hamper Syria's economic growth or is their impact mainly symbolic? What's behind some non-Western countries' recent interest in investing in Syria? How do economic assets (oil fields, ports, agricultural land) held by each side in the conflict (regime, opposition, Kurds) affect a future political settlement? How much can Iran and Russia prop up Syria economically in the future? Do U.S. sanctions against Iran impact Syria's economy? Washington and other Western capitals have long assumed that President Bashar al-Assad needs sanctions lifted in order to rebuild the country, unlock international aid, and escape diplomatic isolation. Does this assumption need revisiting? Class size is limited to ten.

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 of 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 781a, Banking Crises and Financial Stability  Sigridur 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.

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

GLBL 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 strategical trends to diplomatic. Open to undergraduate seniors with permission of the instructors.

GLBL 799a or b, 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  
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 803b, Power Shifts: Understanding Global Change through History  
Arne Westad
Nobody can understand the present without a keen understanding of the past. After all, history is all we have to go on in providing the resources for making sense of the world we live in. Successful policy makers often understand this and turn a view of the past to their advantage in interpreting the present. They try to understand how any good strategy is grounded in a sound view of history. History and historical methodologies can give policy makers a keener appreciation of what is possible to do, but also of what must be avoided and what needs to be changed. History is mainly about change: relentless, often confusing processes over which individuals, communities, and even states seemingly have little say. But by studying change at key points in human history, we can prepare ourselves better for taking charge of our future, and for promoting or steering change when needed. This class looks at major shifts in history from European and Asian antiquity to the present. It looks at power in all its dimensions — material, demographic, technological, ideological, military, or religious — and shows how it has influenced and been influenced by major transformations in global history. Our aim is to better identify the key causes of power shifts, but also to get an impression of the fickleness of established orders in times of tectonic change. We have prepared twelve cases specifically for this class, ranging from the Peloponnesian War and the origins of Islamic empires to the invasion of Iraq and U.S.-China relations today. Through these cases we discuss the different dimensions of power and how they shift over time. We also look comparatively at how leaders have initiated, steered, or responded to power shifts. The purpose of the cases is to illuminate how people in the past have reacted to major change and how their choices may help us understand the tools and options that are at our disposal when making critical decisions.

GLBL 804a / HIST 972a, Freedom and History  
Timothy Snyder
The idea of human freedom is a central theme of history, but it is also a central problem of historical method. This course surveys attempts in philosophy, literature, and historiography to address three questions. Where does historical reconstruction end and the imponderable begin? In what measure does the endeavor of history itself depend upon a protective notion of individual freedom? How should the historian navigate between writing as an expression of individuality and writing as self-restraint?

GLBL 827b / HIST 966b, Totalitarianism: An Intellectual History  
Marci Shore
Fall 2017 marked the 100th anniversary of the Bolshevik Revolution, which ushered in the largest and most all-encompassing social engineering experiment in human history. For most of the past hundred years, historians, novelists, social scientists, and philosophers (many themselves victims, survivors, or disillusioned believers) have struggled to understand the twentieth-century experiences of Nazism, fascism, and Stalinism. Politics alone fails to explain what the Russian philosopher Nikolai Berdyaev described as a “deep deformation of the structure of consciousness” prompting “individual conscience to flee from the world.” We discuss what we can learn about our present “post-factual” world where, as Peter Pomerantsev describes, “nothing is true and everything is possible,” by revisiting classic works like Hannah Arendt’s Origins of Totalitarianism. Other authors likely include Vasily Grossman, Eugen Ionescu, Tony Judt, Victor Klemperer, Leszek Kolakowski, Czeslaw Milosz, and George Orwell.

GLBL 833b, Anti-Money Laundering and Counterterrorist Financing  
William King
For more than a decade, the international community has attempted to disrupt, debitate, and destroy illegal financial networks of those who would finance terror. This course provides an introduction to anti-money laundering (AML) and counterterrorist financing (CTF). The approach is interdisciplinary, as understanding the financial tools to combat terrorism necessitates a consideration of law, policy, and intelligence. Additionally, AML and CTF focus on the overlapping realms of crime, corruption, and terrorism. Guest speakers join the class for select discussions. Students gain a better understanding of the fundamentals of AML/CTF, the approaches and limitations of combating current terrorist threats, particularly ISIL, and the challenges and opportunities of using financial tools in the war against terror.

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

**GLBL 849a or b, 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 888a, Power and Politics in Today’s World** Ian Shapiro

A comparative study of power and politics since the Cold War. Topics include the decline of trade unions and increased influence of business; growing inequality and insecurity; changing attitudes toward democracy and authoritarianism; and the character and durability of the new international order. We start with the impact of the USSR's collapse, both in former communist countries and the West, focusing on reordered relations among business, labor, and governments. Next we take up the Washington Consensus on free trade, privatization, and deregulation, and agendas to fight terrorism, prevent human rights abuses, and spread democracy. Then we turn to the backlash that followed the financial crisis, as technocratic elites lost legitimacy, the global war on terror became mired in quagmires, and humanitarian intervention and democracy-spreading agendas floundered. The new politics of insecurity is our focus next. We examine the populist explosions of 2016 and the politics to which they have given rise. This leads to a consideration of responses, where we discuss the policies most needed when congenital employment insecurity is the norm, and the political reforms that would increase the chances of those policies being adopted. Open to Jackson Institute master’s students. Not open to Ph.D. students.

**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** 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, Public Health Entrepreneurship and Intrapreneurship** Teresa Chahine

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 prerequisite, but not a prerequisite, for GLBL 612, 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 944a, Macropurudential Policy I** Sigridur Benediktsdottir

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. Macropurudential 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 945b, Macroprudential Policy II  Sigridur Benediktsdottir
Part II of this two-term course (with GLBL 944) continues to focus 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. Students are encouraged to complete GLBL 944 prior to enrolling in GLBL 945. Any exceptions will be handled on a case-by-case basis.

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