GLOBAL AFFAIRS

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

Director
James Levinsohn (Global Affairs; School of Management)

Directors of Graduate Studies
Marnix Amand
James Levinsohn

Director of Student Affairs
Lily Sutton (lily.sutton@yale.edu)

Professors David Engerman (History), John Gaddis (History), Pinelopi Goldberg (Economics), Jacob Hacker (Political Science), Oona Hathaway (Law), Robert Hecht (School of Medicine), Amy Kapczynski (Law; Global Health), Paul Kennedy (History), James Levinsohn (School of Management), A. Mushfiq Mobarak (School of Management), Samuel Moyn (Law), Catherine Panter-Brick (Anthropology), Frances Rosenbluth (Political Science), 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), Nuno Monteiro (Political Science), Marci Shore (History), Jonathan Wyrtzen (Sociology; International Affairs)

Assistant Professors Lorenzo Caliendo (Economics; School of Management), Gregg Gonsalves (Public Health), Alice Miller (Public Health; Law), Kristina Talbert-Slagle (Internal Medicine; Global Health)

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

Lecturers William (Casey) King, Nicholas Lotito (Political Science), Nathaniel Raymond, 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 the Environment, the Law School, the School of Management, and the School of Public Health. The M.A.S. program is aimed at mid-career professionals with extensive experience in a field of global affairs such as, but not limited to, international security, diplomacy, and development.

SPECIAL REQUIREMENTS FOR THE M.A. DEGREE

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

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

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

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

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

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

**SPECIAL REQUIREMENTS FOR THE M.A.S. DEGREE**

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

**SPECIAL REQUIREMENTS FOR THE JOINT-DEGREE MASTER’S PROGRAMS**

Joint-degree candidates must fulfill all of the requirements of both programs in which they are enrolled before receiving either degree. Joint-degree students must take at least twelve graduate-level courses 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 529a / WGSS 529a, Sexuality, Gender, Health, and Human Rights**  Ali Miller

This course explores the application of human rights perspectives and practices to issues in regard to sexuality and health. Through reading, interactive discussion, paper presentation, and occasional outside speakers, students learn the tools and implications of applying rights and law to a range of sexuality and health-related topics. The overall goal is twofold: to engage students in the world of global sexual health and rights policy making as a field of social justice and public health action; and to introduce them to conceptual tools that can inform advocacy and policy formation and evaluation. Class participation, short reaction papers, and a final paper are required.

**GLBL 52b, 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 570a, Negotiating International Agreements: The Case of Climate Change**  Susan Biniaz

This class is a practical introduction to the negotiation of international agreements, with a focus on climate change. Through the climate lens, students explore cross-cutting features of international agreements, the process of international negotiations, the development of national positions, advocacy of national positions internationally, and the many ways in which differences among negotiating countries are resolved. The class also examines the history and substance of the climate change regime, including, inter alia, the 1992 UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, the 2015 Paris Agreement, and recent developments. The class includes at least one mock negotiation.
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. We examine the psychology of disinformation, and how media “bubbles” and microtargeting using aggregated data exacerbate cognitive biases and political polarization in the United States. Using Russia’s efforts in the 2016 election as an example, students explore potential policy solutions in the realm of Internet regulation, civic education, media literacy, and human “social capital.” Guest speakers with expertise in Russian intelligence, information warfare, psychology, and other disciplines complement the online discussion.

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 588a, Public Order of the World Community: A Contemporary International Law  W. Michael Reisman
This introduction to contemporary international law studies the role of authority in the decision-making processes of the world community, at the constitutive level where international law is made and applied and where the indispensable institutions for making decisions are established and maintained, as well as in the various sectors of the public order that is established. Consideration is given to formal as well as operational prescriptions and practice with regard to the participants in this system (states, intergovernmental and nongovernmental organizations, political parties, pressure groups, multinational enterprises, other private associations, private armies and gangs, and individuals); the formal and informal arenas of interaction; the allocation of control over and regulation of the resources of the planet; the protection of people and the regulation of nationality; and the allocation among states of jurisdiction to make and apply law. In contrast to more traditional approaches, which try to ignore the role of power in this system, that role will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention is given to (1) theory; (2) the establishment, transformation, and termination of actors; (3) control of access to and regulation of resources, including environmental prescriptions; (4) nationality and human rights; and (5) the regulation of armed conflict. Scheduled examination or paper option. Also LAW 2040.

GLBL 592a, Intelligence, Espionage, and American Foreign Policy  Ted Wittenstein
The discipline, theory, and practice of intelligence; the relationship of intelligence to American foreign policy and national security decision-making. Study of the tools available to analyze international affairs and to communicate that analysis to senior policy makers. Case studies of intelligence successes and failures from World War II to the present.

GLBL 594b, Introduction to International and Transnational Law  Harold Koh
The course covers both the public and the private dimensions of international and transnational law. Among the topics to be studied are such public international topics as the law of treaties, customary international law, international legal institutions, and the use of force; transnational legal process (including dispute settlement, transnational litigation, and transnational arbitration) and selected issues of “transnational legal substance,” including the Constitution and foreign affairs; international environmental law; international criminal law; and international business transactions. Also LAW 21454.

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 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, Inside 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 628a, The Global Black Lives Matter Movement**  Harry Thomas  

This course takes as its starting place the intersection of the novel coronavirus and the deaths of Black Americans at the hands of law enforcement and vigilantes. COVID-19 led to shutdowns, school closures, and telework, which allowed the global community time and space to watch and react to deadly police brutality. It gave us the opportunity to make the most of virtual social media platforms amidst get-togethers with friends and family while we questioned America's commitment to human rights and equality at home and abroad. Protests in the streets in the United States and overseas, often with most demonstrators being multi-generational whites, was a rare phenomenon in the United States. With the “sudden” agreement to remove the Confederate battle flag and reform violent police practices, has the United States reached a tipping point, where society has suddenly flipped and abandoned entrenched positions? Will racism in the global community also shift? The United States may finally be confronting its demons and racist past and present. It is time to examine the effects and domestic and international responses, both in the short and long term, to racism.

**GLBL 631a, Political Economy of Public Policy**  Frances McCall Rosenbluth  

Economics can tell us with increasing precision what policies maximize growth, welfare, and productivity. But how are policies actually made? Why are so many poor policies adopted and good ones foregone? In this seminar students investigate how government organization and the structure of political competition shape the conditions for better and worse economic policy making across a range of economic policies including macroeconomic policy, corporate and financial regulation, industrial policy, and trade. Students consider these policy areas in democratic and nondemocratic regimes, and in developed and developing countries.

**GLBL 637a, Reopening and Reimagining Africa**  Harry Thomas  

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

**GLBL 641a, Politics in Crisis**  

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

**GLBL 644a, How to Start Up and Manage a Development Project**  

This course focuses on the practical challenges and opportunities of operating in a conflict zone or fragile state, based on the experience of Turquoise Mountain, an NGO working to revive historic areas, traditional crafts, and communities. This course, led by its CEO, aims to give students a practical and realistic view of how to start, and what not to do, explored through case studies from Afghanistan, Myanmar, and the Middle East. Each week students take an in-depth look at a particular issue or question such as: How do you build community support? How do you operate in the middle of a war, write a security plan, manage a guard force, and balance risk? How do you work with corrupt or failing government systems? And how do you create a sustainable financial model for programs? Students complete weekly readings and occasional shorter prep assignments, and both midterm and final projects that apply lessons learned in the course to describe how they would establish a new program.

**GLBL 646a, Four Conflicts through a Human Rights Lens**  Janine di Giovanni  

This course focuses on four conflicts of the 1990s—Bosnia, Sierra Leone, Rwanda, and Kosovo—specifically through the lens of human rights, which are all linked by a common theme: humanitarian intervention. In some cases, it went horribly wrong, Rwanda and Bosnia being prime examples. In other cases—Sierra Leone—the wars were able to end. The 1990s was the era of supposed “humanitarian intervention” and “just” wars, when doctrines such as “The Blair Doctrine” presided and were used to save civilian lives. Can we learn from what happened in that decade given the horror of Syria, Yemen, Afghanistan, and Iraq today? The course uses a mix of video footage from the wars from reputable journalists as well as testimonies, texts, and articles from the time. Students also examine the 1990s conflicts under the Right to Protect doctrine of Kofi Annan and compare how humanitarian intervention was used then—as opposed to now, in the case of the Syrian war. An important dimension of the course is lessons learned. The Blair Doctrine is examined. There are several guest speakers throughout the term who were directly involved in these conflicts.
GLBL 692a, The Politics of American Foreign Policy  Howard Dean
This seminar addresses the domestic political considerations that have affected American foreign policy in the post-World War II world. The goals are to give historical context to the formation of major existing global governance structures, give students an opportunity to research how major foreign policy decisions in the past were influenced by contemporary political pressure, and assess what effect those pressures have had on today's global issues. Case studies include but are not limited to Truman and the Marshall Plan; Johnson and the Vietnam War; Nixon and the opening of China; Reagan and the collapse of the Soviet Union; George H.W. Bush and Iraq; Clinton and the Balkans; and Obama and the development of a multilateral foreign policy for a multipolar world. Students assume the role of decision-makers under political pressure and are asked to generate a point of view regarding past, present, and future foreign policy decisions.

GLBL 713a, Middle East Politics  Emma Sky
Exploration of the international politics of the Middle East through a framework of analysis that is partly historical and partly thematic. How the international system, as well as social structures and political economy, shape state behavior. Consideration of Arab nationalism; Islamism; the impact of oil; Cold War politics; conflicts; liberalization; the Arab-spring, and the rise of the Islamic State.

GLBL 714a, Africa: Doing Business in the Last Frontier of Global Growth  Colin Coleman
Understand the art of deal-making and business development in Africa from a leading practitioner. This course is relevant to students with an interest in the private, public, and nonprofit sectors in Africa and emerging markets more broadly. Students gain a deep understanding of the dynamic business ecosystems across Africa and the macroeconomic policies shaping the continent's future; dissect case studies of prominent Chinese/African deals, local success stories, profiles in national leadership, economic policy, and the experience of multinational firms in Africa; and gain applied practice in investment analysis, learn how to originate and pitch a transaction to an important Africa-based client, and deliver arguments to a global multinational demonstrating why investing in Africa promises superior risk-weighted returns. What is the future for countries such as South Africa, Nigeria, and Ethiopia? Which companies have made it, what are the traps, and how can entrepreneurs structure businesses and deals to mitigate risk? How do we compare and contrast the impact of different economic policy models on private sector development in emerging markets? Develop a clear understanding of the forces driving the continent and where the opportunities by country and industry lie; learn the regulatory traps and how they impact business development; and experience firsthand how negotiating the public–private interface, networking, and sensitivity to subtle language, cultural, and historical references can make the difference between success and failure when doing business in Africa.

GLBL 730a, Managing the Clean Energy Transition: Contemporary Energy and Climate Change Policy Making  Paul Simons
This course explores the principal challenges facing both advanced and developing economies in managing their respective transitions to a clean energy future and the goals of the Paris agreement, while simultaneously meeting their energy security needs and keeping their economies competitive. By the end of the course, students should be familiar with key features of the global energy and climate change architecture, principal challenges facing policy makers in balancing energy and climate goals, and prospects for the development of key fuels and technologies in the coming energy transition. Specific topics include energy and climate change fundamentals, scenarios and outlooks, the role of specific fuels (oil, gas, coal, renewable energy) in the energy transition, the role of clean energy technologies including hydrogen and storage, and green recovery plans for post COVID-19. The final session of the course brings all the previous themes together through a group exercise that examines the future of the energy and climate change nexus, with students role-playing a 2021 G20 ministerial meeting on energy and climate change, presenting and debating country and regional plans to accelerate the energy transition.

GLBL 740a, The Western Hemisphere: Designing a Transnational Policy Agenda  Francisco Palmieri
This course explores four critical public policy issues and societal challenges confronting the Western Hemisphere region: inequality, corruption, migration, and race, gender, and sexuality. Governments must rethink their priorities. Citizens are seeking greater accountability from political leaders. All of these issues transcend national boundaries. What does a proactive transnational policy agenda for the region look like? How can national leaders restore the credibility of democratic governance and create new economic opportunities? What, if any, role could the U.S. government and international institutions play in supporting initiatives in these areas?

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 765a, Contemporary Issues in American Diplomacy and National Security  John Negroponte
This seminar addresses current issues in American diplomacy and national security from the perspective of a practitioner. Class discussion focuses on functional and country/regional issues that are the subject of current attention by the U.S. administration, Congress, and the media. Cross-cutting functional issues include such topics as global health, current intelligence challenges, polar issues, economic diplomacy, and environmental negotiations. The course also addresses country/regional issues related to Russia, China, South Asia, the Middle East, Latin America, Africa, and the United Nations. The goal of this course is to impart the centrality of the presidency in
the day-to-day conduct of our national security policy, the political and budgetary constraints on its conduct, and the almost incessant intervention of unexpected events shaping policies.

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

GLBL 781a, Banking Crises and Financial Stability  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 792a, Ethical Choices in Public Leadership  Eric Braverman
All public leaders must make choices that challenge their code of ethics. Sometimes, a chance of life or death is literally at stake: how and when should a leader decide to let some people die, or explicitly ask people to die to give others a chance to live? At other times, while life or death may not be at stake, a leader must still decide difficult issues: when to partner with unsavory characters, when to admit failure, when to release information or make choices transparent. The pandemic today makes clearer than ever the consequences of decisions in one community that can affect the entire world. This interdisciplinary seminar draws on perspectives from law, management, and public policy in exploring how leaders develop their principles, respond when their principles fail or conflict, and make real-world choices when, in fact, there are no good choices. Permission of the instructor required; application at https://jackson.yale.edu/apply/glbl-792/. Attendance at first session is mandatory.

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

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

GLBL 801a, Economics: Principles and Applications  Tolga Koker
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 820a / 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 827a / HIST 966a, Totalitarianism: An Intellectual History  Marci Shore
2017 marked the 100th anniversary of the Bolshevik Revolution, which ushered in the largest and most all-encompassing social engineering experiment in human history; 2019 marked the thirtieth anniversary of the fall of the Berlin Wall. For most of this past hundred years, historians, novelists, socialist scientists, and philosophers (many victims, survivors, or disillusioned believers themselves) 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 both about the totalitarian experiences of the twentieth century and 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*. The readings include a mixture of the empirical and the philosophical, of narrative and theory.

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

**GLBL 842a, Special Operations: History, Current Context, and Future Utilization of Specialized Military Units**  Christopher Fussell
This cohort project seminar is designed to bring students together as a dedicated group for one term in order to complete a policy research project on behalf of a client. Under the guidance of a faculty member, this student-led task force frames a problem for analysis, completes individual and joint in-depth research, and delivers a final product that contributes to the client’s mission. In coordination with the Special Operations Command Central (SOCCENT), students enrolled in this cohort research analyze the specific use-case recommendations for how special operations forces (SOF) should position themselves in response to lessons learned from the COVID-19 pandemic. The course is open to students from all backgrounds, and diversity of thinking and experience is a key objective in forming the cohort. Students translate their independent areas of study and experiences into team recommendations, which help SOCCENT build advanced forces activities to appropriately shape policy and posture SOF. The goal is to establish foundations that will mitigate human suffering, prevent or respond to humanitarian crises, and counter malign opportunism in the wake of this, or future, pandemics. For nearly twenty years, the world has seen the role, funding, and employment of SOF increase in ways that might seem unrecognizable to previous generations of military leaders. The course analyzes this expansion and explores what their future utilization might look like. It is divided into three main sections: early history, transformation over the past two decades (focusing heavily on changes in authorities, funding, and the manner in which these units have been employed), and a collaborative project focused on future utilization of SOF.

**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 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 910a, Social Entrepreneurship in Public Health**  Teresa Chahine
This is a case-based course about innovation and entrepreneurship for health equity and drivers of health. Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, racism, gender, and other biases and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, healthy foods, safe environments, and health care. We refer to these as drivers of health. COVID-19 has brought to light for many the complexities in drivers of health, and the role of entrepreneurship and cross-sectoral collaboration in eliminating health disparities. Students examine cases of entrepreneurship for health equity in the United States and globally, using a research-based framework to analyze the role of innovation and design thinking, resource mobilization, financial viability, cross-disciplinary collaboration, and systems strengthening. Cases include start-ups and new ventures within existing institutions, referred to as *intrapreneurship*. Students also examine cases of collective impact, or innovating across multiple institutions. Over the years, students in this class have begun referring to these as *extrapreneurship*. This course brings together students from Yale College, the Graduate School, and the Schools of Management, Public Health, Environment, Divinity, and Engineering & Applied Science. ½ Course cr

**GLBL 929a, GSE India: Global Social Entrepreneurship**  Tony Sheldon
Launched in 2008 at the Yale School of Management, the Global Social Entrepreneurship (GSE) course links teams of Yale students with social enterprises based in India. GSE is committed to channeling the skills of Yale students to help Indian organizations expand their reach and impact on “bottom of the pyramid” communities. Yale students partner with mission-driven social entrepreneurs (SEs) to focus on a specific management challenge that the student/SE teams work together to address during the term. GSE has worked with thirty leading and emerging Indian social enterprises engaged in economic development, sustainable energy, women’s empowerment, education, environmental conservation, and affordable housing. The course covers both theoretical and practical issues, including case studies and discussions on social enterprise, developing a theory of change and related social metrics, financing social businesses, the role of civil society in India, framing a consulting engagement, managing team dynamics, etc. Enrollment is by application only. Also *MGT 529*. ½ Course cr
GLBL 944a, Macroprudential Policy I  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. Macroprudential policy tools, theory behind them, and research on their efficiency, supported with data analysis, models, and examples of use of the tools and evaluation of their efficiency.

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