

FALL

FALL 2023

GLBL 5000a, Professional Public Policy Writing David Morse

While policy writing draws upon principles familiar to academic writing, it has its own conventions, which are rooted in the needs and practices of policy professionals. In a series of assignments, students carry out every step of the policy analysis process, from defining, framing, and analyzing the problem to identifying and evaluating possible solutions, to building a case for recommendations. Students also learn principles for editing their writing for clarity and concision and gain extensive experience applying those principles to written work. In addition to reading and critiquing the writing of their peers, students also study a selection of texts intended to enhance understanding of the writing and editing process. Assignments include a backgrounder/stakeholder analysis, options analysis, and op-ed. ½ Course cr

GLBL 5005a, Fundamentals of Economics for Global Affairs Jim Levinsohn and Ardina Hasanbasri

This course covers key economic theories/models used for the analysis of micro- and macroeconomic policy issues. We spend half the course covering microeconomics topics such as consumer and producer choices, effects of market intervention, market competition, and issues with public goods. In the second half, we move to the larger (macro) economic picture and discuss topics such as measures of economic growth, inflation, the labor market, and the financial market. The course emphasizes training economic intuition and providing space for students to explore how these economic concepts relate to policy issues of their interest. The course also provides the economic background necessary to enroll in the Global Economics core GLBL 5010, taken in the spring term.

GLBL 5015a, Negotiations Barry Nalebuff and Daylian Cain

This half-semester course presents a principled approach to negotiation, one based on game theory. The key insight is to recognize what is at stake in a negotiation—the unique value created by an agreement—what we call the “pie.” This lens changes the way students understand power and fairness in negotiation. It helps make students more creative and effective negotiators. The course provides several opportunities for students to practice skill via case studies and get feedback on what students did well and where they might improve. ½ Course cr

GLBL 5020a, 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. Graded only, sat/unsat option is not permissible.

GLBL 5040a, Comparative Politics for Global Affairs Jennifer Gandhi

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 course 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. Graded only, sat/unsat option is not permissible.

GLBL 5095a, Introduction to Special Operations Christopher Fussell

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

GLBL 6000a, Explanatory Writing for a Broad Audience David Leonhardt

In this seminar, a *New York Times* senior writer teaches core principles of communicating ideas to a general audience. The course focuses on writing and also covers data visualization, interviewing, and podcasting. We study the ways that clearly expressed arguments have changed the world and allowed political leaders to rise from obscurity. Assignments include the writing of an op-ed, the creation of a data visualization, and the production of a radio-style interview. The instructor has worked at *The Times* for more than twenty years, as Washington bureau chief, op-ed columnist, podcast host, magazine writer, and founding editor of *The Upshot*, which emphasizes data visualization.

GLBL 6115a, Topics in Computer Science and Global Affairs Joan Feigenbaum and Ted Wittenstein

This course focuses on “socio-technical” problems in computing and international relations. These are problems that cannot be solved through technological progress alone but rather require legal, political, or cultural progress as well. Examples include but are not limited to cyber espionage, disinformation, ransomware attacks, and intellectual-property theft. This course is offered jointly by the SEAS Computer Science Department and the Jackson School of Global Affairs. It is addressed to graduate students who are interested in socio-technical issues but whose undergraduate course work may not have addressed them; it is designed to bring these students rapidly to the point at which they can do research on socio-technical problems. Prerequisites: Basics of cryptography and computer security (CPSC 467), networks (CPSC 433), and databases (CPSC 437) helpful but not required.

GLBL 6225a, The Politics of American Foreign Policy Bonnie Weir and 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 6250a, Town & Gown: Global Perspectives on a Troubled Relationship Abdul-Rehman Malik

In this seminar, we examine the state of town-gown relationships and their repercussions on the cultivation of a good society. Sensitively engaging with New Haven as a site for understanding and grappling with these issues, we explore the ways in which higher education institutions engage, interface with, and impact the civic spaces they inhabit, with particular reference to economic development, political power, and social inclusion. We ask, what is the responsibility of Yale to building "the good society" in New Haven? Drawing on the lived experience of global thought leaders – drawn from the Yale World Fellows and beyond – we look at case studies and approaches to town-gown that offer examples of good practice and provide frameworks for understanding what can go wrong, and why. Key questions and lines of inquiry: What is a good society? What is "Town" and what is "Gown"? What is the responsibility of an academy to the town in which it is located? What is our positionality as members of that academy?

GLBL 6285a, China's Challenge to the Global Economic Order Michael Smith

In the decades after 1979, China's adherence to key tenets of the U.S.-backed liberal international economic system enabled it to achieve middle income status. After the 2008-9 global financial crisis, however, weaknesses in the U.S. model combined with China's own sustained growth increased Beijing's confidence in an alternative, state-oriented model that increasingly underpins China's foreign economic engagement. This course examines the Global Security and Belt and Road initiatives, trade, investment, and development policies, international organization advocacy, business practices, and other aspects of China's growing international economic footprint. These factors are analyzed from the perspective of China's internal dynamics, competition with the United States, and overall foreign policy goals, and are evaluated for their impact on the prevailing global economic order. The course is taught by a practitioner who spent over a decade managing U.S. Government economic policy in and on China.

GLBL 6510a, Central Banking in Emerging Economies David Simon

Central banks which had historically operated in the background came to the forefront in the wake of the Global Financial Crisis of 2008–09, playing an increasingly critical, and increasingly visible, role in supporting growth and stability across countries, regions and the world. Consequently, their policies and actions have come to acquire a much greater bearing on global macroeconomy. Although central banks around the

world are broadly similar in terms of their mandates and policy instruments, emerging market central banks are different by way of the policy trade-offs they face, the degrees of freedom available to them, and the environment in which they operate. As the global economic center of gravity shifts towards the emerging world, an intelligent appreciation of emerging economy perspectives is imperative for acquiring a broad-based worldview on frontier public policy issues. In that light, the course focuses on the challenges and dilemmas of central banking in emerging markets. Drawing from international, particularly emerging market experience of the last two decades, the course prioritizes practice over theory and breadth over depth. Prerequisite: An understanding of the basic concepts of macroeconomics. ½ Course cr

GLBL 6555a, 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. Limited enrollment. Follows Yale School of Management academic calendar. Prerequisite: Successful completion of a course in introductory economics.

GLBL 6580a, Macroprudential Policy I Sigridur Benediktstottir, Margaret McConnell, and Greg Feldberg
This two-term course (with GLBL 6581) 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. Limited enrollment. Follows Yale School of Management academic calendar.

GLBL 6585a, Economic Analysis of High-Tech Industries Edward Snyder
This course applies Industrial Organization frameworks from economics to four major verticals (mobility, eCommerce, video streaming, and payments) across three geographies (China, EU, and US). Students are expected to learn the IO concepts (e.g., network effects, switching costs, economies of scope) and develop insights about how high-tech industries are organized, firm-level strategies, and valuations of firms. The course also investigates how major forces like the development of 5G networks are likely to change these industries.

GLBL 6590a, Social Entrepreneurship Lab Teresa Chahine
Social Entrepreneurship Lab 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, SPH, FES, YDS, Jackson School, and other Yale professional 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, research on existing solutions and populations affected; then apply human centered design thinking and systems thinking to design, prototype, test, and iterate solutions. Using tools such as the theory of change, logframe, business

canvas, and social marketing strategy, teams build and test their impact models, operational models, and revenue models. Readings and assignments from the textbook *Introduction to Social Entrepreneurship* are used to 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 twice a week for eighty minutes and includes in-class exercises along with social entrepreneur guests who join the class to share their experience, advice, and challenges. At the end of the semester, 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 startup prizes (see: city.yale.edu/funding). While there are no prerequisites, this course builds on the SOM core course Innovator, and electives including Principles of Entrepreneurship, Entrepreneurship & New Ventures, Public Health Entrepreneurship and Intrapreneurship, Global Social Entrepreneurship, Managing Social Enterprises, Business & the Environment Solutions. Limited enrollment. Course follows the School of Management academic calendar.

GLBL 6610a, Artificial Intelligence, Emerging Technologies, and National Power I

Ted Wittenstein

This two-term course, featuring guest scholars and practitioners from across the university, examines how artificial intelligence (AI) has the potential to alter the fundamental building blocks of world order. Machines capable of sophisticated information processing, towards the frontier of autonomy, pose tremendous opportunities for economic growth and societal well-being. Yet the potential risks also are extraordinary. How can we build AI systems that are reliable, transparent, safe, scalable, and aligned with human values? Following an introduction to AI and survey of current research challenges, the seminar focuses on seven core areas where AI and emergent technologies already pose significant security concerns: (1) lethal autonomous weapons and the nature of conflict, (2) disinformation and the future of democracy, (3) competition and conflict in U.S.-China relations, (4) AI ethics and safety, (5) AI governance, (6) nanotechnology and quantum computing, and (7) outer-space development. For each of these sub-units, the goal is to equip aspiring leaders with requisite technical fluency, and to bridge the divide across the law, technology, and policy communities at Yale.

GLBL 6620a, Policy and Security Issues in International Macroeconomics

Marnix Amand

The objective of this course is to provide students with an intuitive but rigorous understanding of international macroeconomics and apply these insights to related policy and security issues. Given the increasingly integrated nature of global financial markets and the large speculative component of financial flows, monetary and financial policy choices in large economies can have globally destabilizing effects, often involuntary – fueling global imbalances and/or triggering crises in emerging economies – possibly voluntary e.g., sanctions. Understanding international macroeconomics is therefore relevant for a development, foreign policy, or security practitioner. Topics covered are central banks, monetary policy, domestic finance and financial regulation, exchange rate regimes, international capital flows, global imbalances, models of balance of payment crises and debt crises, financial sanctions.

GLBL 7005a, Modern Foreign Assistance and Aid Effectiveness Alix Zwane
 Official Development Assistance from members of the OECD totaled \$186 billion in 2021. Other emerging donors, including China, have provided even more. This course considers the question of whether and how aid “works”, and what this metric means. How are these resources spent and why? The political economy of aid is surely different than in 1960, 1990 or 2002, but have our institutions kept pace? This course examines aid effectiveness from a variety of angles, considering decolonization, climate change, the rise of development finance, and great power competition. Upon completion, the student has a better understanding of the role and potential role for development in the “3Ds” of development, defense, and diplomacy.

GLBL 7020a, Negotiating International Agreements: The Case of Climate Change
 Susan Biniaz

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

GLBL 7030a, 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 7055a, 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 7070a, Russian Intelligence, Information Warfare, and Social Media Asha Rangappa

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

GLBL 7095a, 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, gender, 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, a book review, an OpEd, and a final paper required. Enrollment is limited and permission of the instructor required. Also LAW 20568, course follows the Law School calendar.

GLBL 7115a, Designing and Reforming Democracy Ian Shapiro and David Froomkin

What is the best electoral system? Should countries try to limit the number of political parties? Should chief executives be independently elected? Should legislatures have powerful upper chambers? Should courts have the power to strike down democratically

enacted laws? These and related questions are discussed in this course. Throughout the term, we engage in an ongoing dialogue with the Federalist Papers, contrasting the Madisonian constitutional vision with subsequent insights from democratic theory and empirical political science across the democratic world. Where existing practices deviate from what would be best, we also attend to the costs of these sub-optimal systems and types of reforms that would improve them. Prerequisite: At least one course in American politics and/or comparative politics.

GLBL 7125a, Human Rights in the Americas and the Inter-American System James Cavallaro

This course provides an in-depth introduction and overview of the main human rights challenges in the Americas through the study of the context leading to abuse, as well as the engagement of the Inter-American Human Rights System (IAHRS). We begin with readings focusing on the social conflicts, inequalities, and other social factors underlying situations of rights abuse. We then turn to the IAHRS, evaluating its doctrine and practice on particular rights, as well as through a review of case studies of situations of conflict and rights abuse and the engagement of the system. The Inter-American Human Rights system is composed of two bodies: the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights. The seminar evaluates the jurisprudence and practice of both bodies. The course also examines the engagement, obstacles, and opportunities the system provides for civil society groups, victims, and advocates. Class sessions consider not only the norms of the system but also its internal dynamics: these present both challenges and opportunities for advocates. In addition, we explore the influence of the system, evaluating the impact of decisions and interventions by IAHRS bodies. Students also consider the Inter-American system from a comparative perspective, comparing rulings, implementation, and impact to those of regional and universal counterparts.

GLBL 7150a, Managing the Clean Energy Transition: Contemporary Energy and Climate Change Policy Making Paul Simons

This seminar explores the principal challenges facing key global economies in managing their respective transitions to a clean energy future and the goals of the Paris agreement, while simultaneously meeting their energy security needs and keeping their economies competitive. By the end of the course, students should be familiar with key features of the global energy and climate change architecture, principal challenges facing policy makers around the world in balancing energy and climate goals, and prospects for the development of key fuels and technologies as we advance toward a net zero emissions world. After a solid grounding in energy and climate scenarios, the course explores the role of electricity and renewable energy, energy efficiency, and clean energy technologies in the clean energy transition; corporate and financial sector climate initiatives; economic tools including carbon pricing; and the shifting roles of fossil fuels in the clean energy transition.

GLBL 7205a, Internationalism versus Isolationism in US Foreign Policy Leslie Tsou
Should the United States act as the world's security force? Should it stay out of world events? Or is there a balance between these two extremes and, if so, what factors should be considered in determining this balance? This course examines these questions primarily through the lens of the United States' engagement in the Middle East (including Iraq, Iran, Libya, the Israeli/Palestinian conflict, and Saudi Arabia). We will consider these cases from the perspectives of both the United States and the

affected countries, taking into account multiple factors including security, business and economic interests, and human rights. Students choose one real life example to examine in depth; class presentations inform a final written paper.

GLBL 7260a and GBL 7261b, 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 7280a or b, Leadership Christopher Fussell

This course is designed for students wanting to deeply reflect on what it means to be a leader, and to help them prepare for leading others in their future. Amongst the many pressures of the role, leaders affect the lives of those they lead, influence the health of the organization they oversee, and hold an important role in advancing social progress. Many learn these realities through trial and error but are rarely given the time to consider what leadership truly entails and how we, as individual leaders, will handle the challenges that lie ahead. From heading up a small team to running a major organization, leadership is often an isolating and uncertain position, but is also full of opportunity to positively impact others, and to advance society broadly. Leadership is challenging, exciting, and sometimes terrifying; but most importantly, it is a choice to which one must recommit every day. This course is designed to offer a foundation in the practice of leadership for students who want to take on these challenges in their future. The course is divided into three main sections: historic perspectives on leadership, leadership in context, and personal reflections on leadership. Students finish the semester with a foundational understanding of leadership models throughout history, a range of case studies to refer to in the future, and most importantly, a personal framework that can be applied and expanded throughout their journey and growth as a leader. Students do not leave with all the answers they need to conquer the countless challenges that leaders face, but they instead leave with an understanding of how leaders work, every day, to improve themselves and better the lives of those they lead.

GLBL 7290a, 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, the war in Ukraine, and continued instability around the world all make 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. Both permission of the instructor and application are required. Attendance at first session is mandatory.

GLBL 7535a, 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 7575a, The Craft of Strategic Intelligence Andrew Makridis
Intelligence work is both art and a science – with a little random chance thrown in. This is often made most clear when dealing with intelligence on weapons of mass destruction (WMD) and national policymaking. In this course students learn: the historical development of American intelligence, understand the role of various intelligence collection techniques, understand how the intelligence mission relates to national security, and understand intelligence successes and failures all through the lens of WMD threats from the Cold War to today. The course relies heavily on actual case studies (and intelligence professionals who worked those cases) to make key points on the insights strategic intelligence can provide and its limitations. The final class exercise is to write a National Intelligence Estimate (NIE) – the Intelligence Community’s authoritative assessment on intelligence related to a key national security issue.

GLBL 8000a or b, Directed Reading with Senior Fellow Staff
Directed reading or individual project option is designed for qualified students who wish to investigate an area not covered in regular graduate-level courses. The student must be supervised by a senior fellow, who sets the requirements and meets regularly with the student. Usually limited to one per semester, this option may involve reading the literature on a topic, attending a lecture or seminar series, and writing a substantial research paper. It is the student’s responsibility to make all the arrangements before the semester begins.

GLBL 9800a or b, Directed Reading Staff
Directed reading or individual project option is designed for qualified students who wish to investigate an area not covered in regular graduate-level courses. The student must be supervised by a faculty member, who sets the requirements and meets regularly with the student. Usually limited to one per semester, this option may involve reading the literature on a topic, attending a lecture or seminar series, and writing a substantial research paper. It is the student’s responsibility to make all the arrangements before the semester begins. By arrangement with faculty.

GLBL 9990a and GBL 9991b, Global Affairs Thesis Staff
The thesis is an *optional* yearlong research project that is completed in the final academic year of the M.P.P. degree. It is intended for students who wish to make a major policy-oriented research project the culmination of the student’s educational experience in the program. M.P.P. theses involve independently performed research

by the student under the supervision of a faculty adviser. Students work with faculty advisers in designing their project and in writing the thesis. Detailed guidelines for the thesis are outlined in the Jackson School of Global Affairs Bulletin.