

# SPRING

## SPRING 2024

### **GLBL 5003b, Narrative Storytelling for Policy Makers** David Morse

Human beings are storytellers. We tell stories to impart to the chaos of our lives some order and meaning, or to generate empathy, or to convince others to understand some version of a particular reality. Research has shown that people remember information better—and are more inclined to believe that that the information is true—when it is presented in the form of a story, that is, with a beginning, middle, and end; characters and setting; and coherent cause and effect. In this class, we study how the craft of narrative storytelling can be deployed to further improve the public’s understanding of politics and/or a particular policy. Students identify a policy or political topic that holds their interest, conduct their own independent research to learn more about their topic, and write a public-facing feature length narrative intended to introduce the topic to a larger audience, shaping their research into a coherent and compelling story. To learn storytelling techniques—and how they might be applied to a policy context—students study a range of policy-focused narratives, learning how craft can help generate maximum effect. In addition to craft, we also study the ethical questions raised by storytelling: our lives do not resolve neatly into a story; a story, therefore, is an artificial construct. Therefore, all stories, even those based on a “true” reporting of facts, are, in a certain sense, false, capable of corrupting rather than enlightening the reader’s understanding. The final written product for the class is a policy-focused narrative of 3000+ words of the sort that might be published in outlets such as *Harpers*, *The Atlantic*, *The Believer*, *Guernica*, or the *New York Times Magazine*. ½ Course cr

### **GLBL 5010b, Economics for Global Affairs** Amit Khandelwal and Lorenzo Caliendo

This core course introduces students to the critical issues facing the global economy today. One of the main goals of the course is to practice how to use measurement and economic frameworks to analyze current events. The course teaches students how to apply economic reasoning to policy issues in the real world building on the concepts covered in the first-semester economics course and new concepts presented in the course. We use these frameworks to understand questions such as: Why do some countries richer than others? How much inequality is, and should we worry about it?, How are wages and interest rates determined? How do countries conduct fiscal and monetary policy to smooth the business cycle? What determines the gains from international trade and migration? Graded only, sat/unsat option is not permissible.

### **GLBL 5030b, History and Global Affairs** 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 understand this and turn historical sensibility to their advantage in interpreting the present. They understand how good policy is grounded in sound historical thinking. The purpose of the core requirement is to introduce advanced students of global affairs to the manifold ways in which history is discussed and perceived today. Different from the social sciences, history as a discipline is less about prediction and more about finding out where we come from and what

challenges the past has bequeathed to us. It is also about grasping, in a critical fashion, that we know the future only by the past we project into it.

**GLBL 5070b, Practicum Data Analysis** 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. Prerequisite: Graduate course in statistics and permission of the instructor required.

**GLBL 5075b, 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).

**GLBL 6110b, Mass Incarceration in the Soviet Union and the United States** Timothy Snyder

An investigation of the experience and purposes of mass incarceration in the Soviet Union and the United States in the twentieth century. Incarceration is central to the understanding, if not usually to the self-understanding, of a society. It is thus a crucial aperture into basic questions of values and practices. This course proposes a frontal approach to the subject, by investigating two of the major carceral systems of the twentieth century, the Soviet and the American. Intensive reading includes first-person accounts of the Gulag and American prison as well as scholarly monographs on the causes of mass incarceration in different contexts. Brief account is taken of important comparative cases, such as Nazi Germany and communist China. Guest lectures and guest appearances are an important element of our teaching.

**GLBL 6150b, Contemporary Development Issues in Latin America and the Caribbean**

Jessica Faieta

This course surveys current development issues in Latin America and the Caribbean. Students gain significant knowledge and practical understanding of the Region's socioeconomic situation as well as relevant political issues that impact development. The course focuses on key regional issues in Central America, South America, and the Caribbean, with particular attention to “hot spot” countries like Venezuela, Colombia, Haiti, and Cuba. Dedicated sessions are held to discuss topics such as inequality and poverty; the status of indigenous and afro-descendent people; migration in Central America and the Venezuela-Colombia border, including the crisis in Venezuela; the peace process in Colombia; climate change and disaster risk in the Caribbean; gender politics and representation; drug trafficking, crime, and violence; COVID-19 impact and recuperation. Potential solutions and responses to these issues are also reviewed from the perspective of development practitioners.

**GLBL 6255b, Measuring Wellbeing: Concepts and Application** Staff

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

**GLBL 6265b, Rebuilding Nations After Atrocity** David Simon

The transition from war to peace entails daunting challenges like demilitarization, economic reconstruction, and the renewal of the state. When conflict involved atrocities – that is, widespread and systematic attacks against civilian populations, the transition is even more fraught, with questions of transitional justice, refugee reintegration, and political reconciliation looming large. The legacies of atrocities are such that transitions require more than money for post-conflict development or ingenuity for institutional (re-)engineering. They also require a reimagination of the relationships among fellow citizens and between the citizenry and the state. In short, the task at hand following a conflict that featured atrocities involves the rebuilding of nations. This course examines many of the facets of such transitions, including all of those named above. It examines cases that reflect different experiences with nation rebuilding, inspecting the roles (and motives) of a variety of actors, both domestic and international. The objective of the course is to arrive at a better understanding of what factors (or constellations of factors) tend to advance successful transitions and, alternatively, which ones tend to undermine them.

**GLBL 6520b, 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 6530b, Market Failures and Economic Policy in Developing Countries** Kevin Donovan

Markets sometime fail to deliver efficient outcomes. Such “market failures” shape economic decisions at every level -- how individuals adopt new goods, how governments decide which industries to protect, and how markets direct resources to productive firms. This course focuses on market failures and their implications for policy at the firm, government, or NGO in the developing world, where market failures are most severe. We will use quantitative tools and economic analysis to understand the causes and consequences of market failures, along with how to study and design policy to respond to them. ½ Course cr

**GLBL 6581b, Macroprudential Policy II** Margaret McConnell and Greg Feldberg Part II of this two-term course (with GLBL 6580) 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 6580 prior to enrolling in GLBL 6581. Any exceptions will be handled on a case-by-case basis.

**GLBL 6595b, Economic Development Policy in the Twenty-First Century** Pinelopi Goldberg and Amit Khandelwal

The twenty-first century presents new challenges for the global economy including rising global and within-country inequalities, slowing globalization, the deployment of new technologies, and climate change. This course examines the design of economic policy to meet these challenges. Some of the questions we analyze include: What is the future role of manufacturing versus services in economic development? How large are the distortions caused by unequal access in labor markets for women? Why do firms in developing economies remain small, and what are their constraints on growth? Which policies distort and which improve the allocation of a country's resources? Although these topics appear disparate, the course provides a unifying framework to tackle them. Specifically, we adopt a markets-based approach that views economic development through the functioning of markets. Emphasis is placed on learning how to draw implications for economic policy from state-of-the-art research in economics.

**GLBL 6600b, Development Economics** Lauren Bergquist

The course exposes students to topics in economic development and international poverty. The course also explores a variety of tools available for rigorously measuring the impact of development programs. The goals of this course are for students to (1) learn about and apply economic theory to issues of development and (2) hone their skill in critically analyzing causal statements and develop a basic understanding of economic tools for identifying causality. Topics covered in this course vary year to year, but typically include poverty and inequality, population and health, education, agriculture, credit, savings, insurance, labor markets, management, technology, governance, and

corruption. Completion or simultaneous enrollment in MPP core economics and quantitative methods courses or permission of instructor are required.

**GLBL 6611b, Artificial Intelligence, Emerging Technologies, and National Power II**

Ted Wittenstein

Part II of this two-term course continues to examine 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 7075b, 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 7220b, Rethinking Special Operations** Christopher Fussell and Emma Sky

For nearly twenty years, the world has seen the role, funding, and employment of Special Operations Forces (SOF) increase in ways that might seem unrecognizable to previous generations of military leaders. A twenty-year chapter of highly kinetic ground operations for SOF units is seemingly winding down, but that by no means suggests that the next chapter in military strategy will be any less important for Special Operations. With the pivot toward Great Power Competition, and with the challenges posed by climate change, global political instability, the exponential rise in mis/disinformation, and myriad other new challenges, civilian and military leadership alike are forced to consider: What could or should the role of SOF be going forward? In this course, students with appropriate/informed backgrounds are challenged to rebuild SOF from the ground up. Students are given the latitude to work individually, as teams, or as a large group. The intent is to start with clean-slate thinking and tackle one or several major issues that the SOF community should be revamping now so that these critical communities are ready to tackle the challenges of the next one to two decades. Students have the opportunity to present their concepts and innovative proposals at SOFCON;

and to submit a formal paper to the leadership of Special Forces Command, SOCOM, and other SOF units.

**GLBL 7240b, Great Power Competition and Cooperation** Emma Sky

Great power competition rather than terrorism is now the primary concern of U.S. national security. This course focuses on how the United States and China can cooperate to address global challenges, and to reform and upgrade international architecture and develop new norms to ensure competition is nonviolent; and on how the way in which they address inequalities at home increases their ability and legitimacy to project power overseas.

**GLBL 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.* Prerequisite: GLBL 7260

**GLBL 7270b, Development in Action** Shoshana Stewart

This course is an immersion into the “how” of international development, done through a case study of and practicum in Jordan with Turquoise Mountain, an NGO working to preserve heritage in areas of conflict. It is not meant to establish the “how to’s” but is more concerned with the messiness, the human factor, the opportunities, and the realities. We take an in-depth look at the elements—and the complexities—of building and running successful projects, including: How do you build community support? How can you work and get things done with government bureaucracies? How do you work with refugees and others affected by conflict? What are the elements of a sustainable financial model for programs? The practicum also allows students to work on an element of the project, which may include any parts of Turquoise Mountain’s work, from economic development, vocational training, primary education, and health, to sustainable tourism, historic building restoration, heritage, and culture. This is an opportunity for students to explore this kind of work for their career planning and to get a sense of the practical realities of development work—and whether they want to work in the field, or work alongside development projects in the future. The course begins with approximately three sessions (one in person, two over zoom) in the first half of the semester. The bulk of the work and the experience takes place over a two-week practicum, scheduled to take place over school break, in Jordan. Students who cannot spend their time off in Jordan for the course should not enroll.

½ Course cr

**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 7310b, Policy Challenges in the Sahel** Bisa Williams

This course encourages students to examine contemporary policy challenges as handled in the Sahel: climate change, human rights, the status of women and gender policies, burgeoning democracies upended by conflict and institutional weakness, the influences of culture and religion, race and ethnicity. Students combine research and field work to examine how those challenges are addressed by international foreign policy practitioners as well as national and community leaders. The objective is to introduce students who know little about the countries of the Sahel to elements of its history, diverse cultures, and contemporary challenges. Led by a veteran US diplomat and former US Ambassador to Niger, the course introduces students to the cultural diversity, history, opportunities and challenges in the Sahel region as responded to by the international community and addressed by local and international actors. This course includes the opportunity for a field visit to a Sahelian country (either Niger, Mauritania, or Senegal) during the spring recess. Enrollees for credit must participate in the field visit.

**GLBL 7510b, American Power in the Twenty-First Century: Lessons in Diplomacy**

David Wade

This seminar examines the clash and conflict of theory and ideology with the reality of implementing U.S. foreign policy in an age of disaggregation; in other words, what do U.S. Administrations set out to do in the world, and what constraints and unforeseen externalities do they encounter? The course takes a case study and interdisciplinary approach to understanding national security from the perspective of practitioners, examining failed and failing states, public diplomacy, the role of Congress, the impact of domestic policy and public opinion on the conduct of foreign policy, the implications of partnerships and alliances, the challenge of authoritarian populism,

rising sectarianism and violent extremism, climate change, capacity building, and global development. Students hear from guest speakers and focus on a series of case studies from the perspective of those who make and implement U.S. foreign policy, and those who have tried to theorize about it.

**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 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. Prerequisite: GLBL 9990