

GLOBAL AFFAIRS

Director of undergraduate studies: Bonnie Weir (bonnie.weir@yale.edu); jackson.yale.edu/academics/the-global-affairs-major/

The Global Affairs major prepares Yale students for global citizenship and service by enhancing their understanding of the world around them. Students in this multidisciplinary major develop expertise in contemporary global affairs that is strongly grounded in the social sciences.

Students in the Global Affairs major have the flexibility to shape their own curriculums according to their interests and ambitions. In the past, students have concentrated their coursework on economic development and poverty, global health, global climate policy, international relations, and foreign policy and diplomacy, with topics relevant to national and human security.

COURSES FOR NONMAJORS

Most Global Affairs courses are open to both majors and nonmajors. If a Global Affairs course requires an application, the application will be posted on the Jackson School of Global Affairs website.

PREREQUISITES

There are no prerequisites for the Global Affairs major. However, students interested in applying to the major are strongly encouraged to complete the introductory economics sequence (ECON 108, 110, or 115; and ECON 111 or 116) and work toward the language requirement early in their course planning. Students are also encouraged to take the quantitative analysis course GLBL 121. These courses are all required for the major and progress toward completing them, at the time of application, will be considered.

REQUIREMENTS OF THE MAJOR

Thirteen term courses are required for the major in addition to a language requirement. Introductory courses in microeconomics (ECON 108, 110, or 115) and macroeconomics (ECON 111 or 116) are required, as is one intermediate course in either microeconomics or macroeconomics (ECON 121, 122, 125 or 126). All majors must take the core courses GLBL 225 and 275, and two courses in quantitative analysis, GLBL 121 and 122. All majors must take GLBL 122. Majors also take four global affairs electives and one additional methods course chosen from an approved group of courses in the departments of Global Affairs, History, Political Science, Economics, and other social science departments; and GLBL 499, the Senior Capstone Project. For information about which courses qualify as electives, students may search by filtering for the global affairs elective attribute in course listings on Yale Course Search. The courses GLBL 121, 122, 225, and 275 may not count as electives.

Language requirement Global Affairs majors are required to take a course designated L5 in a modern language other than English. In exceptional cases, a demonstration of proficiency can fulfill this requirement with DUS approval.

Credit/D/Fail Courses taken Credit/D/Fail may not be applied to the requirements of the major, with the exception that a grade of Credit in an L5 language course may be used to demonstrate proficiency in a foreign language.

Searchable attributes YC GLBL: Elective; YC GLBL: Addtl Methods Course; YC GLBL: 121 Alternative Crse

SENIOR REQUIREMENT

In the fall term of the senior year, majors must complete a capstone project in GLBL 499. Small groups of students are each assigned to a policy task force in which they apply their academic training in the social sciences to a specific problem relevant to global affairs. Each task force presents its findings and recommendations to a real-world partner such as a government agency, a nongovernmental organization or nonprofit group, or a private-sector organization in the United States or abroad.

ADVISING AND APPLICATION TO THE MAJOR

Students apply to the Global Affairs major in the fall of the sophomore year. The number of students accepted into the major is limited, and selection is competitive. The call for applications is posted each year on the Jackson School of Global Affairs website, circulated through the residential college deans' offices, and noted on the Advising Resources website. For application information, visit the Jackson School of Global Affairs website.

Internships Students in the major are encouraged to take a summer internship in the field of global affairs after their junior year. The Jackson School Career Resources Office can help students find appropriate internships.

STUDY ABROAD

Global Affairs majors who plan to study abroad should consult the DUS to devise a course of study prior to the term abroad.

SUMMARY OF MAJOR REQUIREMENTS

Prerequisites None

Number of courses 13 (incl senior req; excl lang req)

Specific courses required ECON 108, 110, or 115; ECON 111 or 116; ECON 121, 122, 125, or 126; GLBL 225; GLBL 275; GLBL 121; GLBL 122

Distribution of courses 4 approved electives and 1 methods course

Language requirement Advanced ability (L5) in 1 modern language other than English

Substitution permitted With DUS approval, GLBL 121 may be replaced by other analysis courses incl ECON 117 and S&DS 100–106

Senior requirement GLBL 499, senior capstone project

13 courses (13 credits), including the senior requirement, but not the language requirement

- ECON 108, ECON 110, or ECON 115
- ECON 111 or ECON 116

- ECON 121, ECON 122, ECON 125, or ECON 126
- GLBL 121 (substitutions allowed with DUS approval)
- GLBL 122
- GLBL 225
- GLBL 275
- 4 approved electives
- 1 methods course
- Advanced ability (L5) in 1 modern language other than English
- GLBL 499

The Global Affairs major prepares Yale students for global leadership and service by enhancing their understanding of the world around them. Students in this interdisciplinary major develop expertise in contemporary global affairs that is informed by the social sciences.

Students in the Global Affairs major have the flexibility to shape their own curriculums according to their interests and ambitions. In the past, students have concentrated their coursework on economic development; poverty; global health; global climate policy; international relations; and foreign policy and diplomacy, with topics relevant to national and human security. All majors are required to take foundation courses, global affairs core courses, quantitative analysis and other methods courses, and to take at least four additional approved electives. During the senior year, each major completes a capstone course in which a group of eight to ten students addresses a specific policy issue and presents its findings and recommendations to a real-world organization.

Students apply to the Global Affairs major during the fall term of the sophomore year. The number of students accepted into the major is limited, and selection is competitive. Interested students are encouraged to consider the introductory economics and foreign language requirements in their course planning for the first and sophomore years. Each year the call for applications is posted on the Jackson School of Global Affairs website, is circulated through the residential college deans' offices, and is noted on the Advising Resources website.

Most Global Affairs courses are open to nonmajors, including GLBL 101. For more information about courses and the major in Global Affairs visit the School of Global Affairs website.

FACULTY ASSOCIATED WITH THE PROGRAM OF GLOBAL AFFAIRS

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

Associate Professors Alexandre Debs (*Political Science*), Kaveh Khoshnood (*School of Public Health*), Jason Lyall (*Political Science*), Nuno Monteiro (*Political Science*), Marci Shore (*History*), Jonathan Wyrzten (*Sociology, International Affairs*)

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

Senior Lecturers Marnix Amand, Sigríður Benediktsdóttir, Charles Hill (*International Security Studies*), Asha Rangappa, Justin Thomas

Lecturers Michael Brenes, Christopher Fussell, William Casey King, Nicholas Lotito (*Political Science*), Alice Miller (*Public Health, Law*), Jaimie Morse, Nathaniel Raymond, Daniel Steinmetz-Jenkins, Edward Wittenstein

Senior Fellows Eric Braverman, David Brooks, Howard Dean, Janine di Giovanni, Robert Ford, Clare Lockhart, Stanley McChrystal, Rakesh Mohan, David Rank, Stephen Roach, Emma Sky

See visual roadmap of the requirements.

View Courses

Courses

GLBL 121a, Applied Quantitative Analysis Staff

This course is an introduction to statistics and their application in public policy and global affairs research. 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. QR o Course cr

GLBL 159a / ECON 159a, Game Theory Benjamin Polak

An introduction to game theory and strategic thinking. Ideas such as dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, and signaling are applied to games played in class and to examples drawn from economics, politics, the movies, and elsewhere. After introductory microeconomics. No prior knowledge of game theory assumed. QR, SO o Course cr

GLBL 203a / PLSC 186a, Globalization and Domestic Politics Didac Queralt

Examination of the political and institutional conditions that explain why some politicians and interest groups (e.g. lobbies, unions, voters, NGOs) prevail over others in crafting foreign policy. Consideration of traditional global economic exchange (trade, monetary policy and finance) as well as new topics in the international political economy (IPE), such as migration and environmental policy. o Course cr

GLBL 219b / ECON 375b, Monetary Policy William English

Introduction to modern macroeconomic models and how to use the models to examine some of the key issues that have faced monetary policymakers during and after the global financial crisis of 2008–2009. Prerequisites: Intermediate level macroeconomics (ECON 122 or 126) and introductory econometrics. WR, SO o Course cr

*** GLBL 225a, Approaches to International Development** Staff

This course focuses on understanding poverty and economic development. The emphasis is on applying the tools of economics and empirical analysis for thinking critically about the nature, causes and potential policy solutions to poverty. Topics include the measurement of poverty; economic growth; institutions and colonialism; social capital; inequality; migration and forced displacement; rural finance and labor markets; and gender. Enrollment limited to sophomores, juniors, and seniors. Prerequisite: GLBL 121. QR, SO o Course cr

*** GLBL 272b / AFAM 362b / ER&M 272b / FREN 262b / HIST 223b, Black France**
Marlene Daut

This course offers an in-depth exploration of the complex history of Black France, tracing its roots from the era of French colonization in the Caribbean and the transatlantic slave trade to its contemporary manifestations across France and its overseas territories. Beginning with an examination of French colonialism in the Caribbean, particularly focusing on the brutal system of slavery and the development of the Code Noir under the reign of Louis XIV, students gain a comprehensive understanding of the origins of race-thinking in France. Students also read about the pivotal role of French colonies like Saint-Domingue, Martinique, and Guadeloupe in the resistance against slavery, highlighting the Haitian Revolution as a watershed moment in the struggle for freedom and self-determination. Through the lens of this historic event, students analyze the complexities of slave rebellion, the quest for abolition, and the enduring legacy of resistance in Black (francophone) communities. By highlighting the socio-political relationship of the colonial and revolutionary era to the present, students explore the interconnectedness of slavery, colonialism, and power dynamics within the French empire and the enduring impact of this tumultuous history on contemporary conceptions of Blackness in France. Using an interdisciplinary approach that encompasses history, sociology, literary, and cultural studies, students analyze the formation of Black identity, racial ideologies, and the ongoing struggle for recognition and equality within French society. WR, HU

GLBL 275a, Approaches to International Security Staff

Introduction to major approaches and central topics in the field of international security, with primary focus on the principal man-made threats to human security: the use of violence among and within states, both by state and non-state actors. Priority to Global Affairs majors. Non-majors require permission of the instructor. SO o Course cr

*** GLBL 283a / PLSC 145a, Technology and War** David Allison

A seminar on the interplay between technology and war; an examination of the impact of new technologies on strategy, doctrine, and battlefield outcomes as well as the role of conflict in promoting innovation. Focus on the importance of innovation, the difference between evolutions and revolutions in military affairs, and evaluating the future impact of emerging technologies including autonomous weapons and artificial intelligence. SO o Course cr

*** GLBL 299a / EP&E 299a / PLSC 332a, Philosophy of Science for the Study of Politics** Ian Shapiro

An examination of the philosophy of science from the perspective of the study of politics. Particular attention to the ways in which assumptions about science influence models of political behavior, the methods adopted to study that behavior, and the

relations between science and democracy. Readings include works by both classic and contemporary authors. SO

*** GLBL 307a / ECON 467a, Economic Evolution of the Latin American and Caribbean Countries** Ernesto Zedillo

Economic evolution and prospects of the Latin American and Caribbean (LAC) countries. Topics include the period from independence to the 1930s; import substitution and industrialization to the early 1980s; the debt crisis and the "lost decade"; reform and disappointment in the late 1980s and the 1990s; exploration of selected episodes in particular countries; and speculations about the future. Prerequisites: intermediate microeconomics and macroeconomics. SO

GLBL 308a / ECON 424a, Central Banking William English

Introduction to the different roles and responsibilities of modern central banks, including the operation of payments systems, monetary policy, supervision and regulation, and financial stability. Discussion of different ways to structure central banks to best manage their responsibilities. Prerequisites: Intermediate Microeconomics, Intermediate Macroeconomics, and Introductory Econometrics. SO
o Course cr

GLBL 309a / EAST 310a / PLSC 357a, The Rise of China Daniel Mattingly

Analysis of Chinese domestic and foreign politics, with a focus on the country's rise as a major political and economic power. Topics include China's recent history, government, ruling party, technology, trade, military, diplomacy, and foreign policy. SO o Course cr

*** GLBL 310a / ECON 407a, International Finance** Ana Fielier

A study of the implications of increasing integration of the world economy, through international trade, multinational production, and financial markets. Topics include foreign exchange markets, capital flows, trade and current account imbalances, coordination of monetary and fiscal policy in a global economy, financial crises and their links to sovereign debt crises and currency devaluations. Prerequisite: intermediate macroeconomics or equivalent. SO o Course cr

*** GLBL 313a, The United Nations on the Ground** Jessica Faieta

This course explores the role and functioning of the United Nations at the country level from the perspective of the three mandates or pillars of the UN Charter. 1) Peace and Security, and in particular the Peace-keeping operations: how do they work? Who decides to send a UN mission to a country? what do they do in each country? 2) Development: How does the UN helps countries achieve the Sustainable Development Goals? Which are the different UN agencies, funds, and programs and how do they work in reducing poverty, advancing gender equality, preventing violence, fighting climate change and protecting the environment or ensuring food security? and 3) Human rights: How does the UN respond to humanitarian crises, such as natural disasters or refugee crisis? What is its role in protecting vulnerable populations such as children, ethnic minorities or indigenous peoples? How does the Organization monitor human rights compliance or helps avoid human rights violations? SO

*** GLBL 315a, Economics of the EU** Marnix Amand

The functioning of the economy of the European Union, both from a theoretical perspective (trade theory, monetary union, etc.) and from a practical perspective. Particular emphasis on the recent crises of the last ten years with effort to put these

crises in a larger geostrategic context. Prerequisites: ECON 110 or 115 and ECON 111 or 116. SO

*** GBL 319a, Human Rights and the Climate Crisis** Staff

As climate change takes a mounting toll on the lives and livelihoods of people around the globe, reducing greenhouse gas emissions and promoting “climate resilience” have become, arguably, the most pressing challenges of our era. This seminar examines the climate crisis through the lens of human rights. How is climate change impacting people’s rights? And how can advocacy for people’s rights contribute to efforts to address climate change? We explore the scientific, political, and legal bases for attributing responsibility for climate impacts to governments and corporations, examine how international human rights norms obligate them to address these impacts, and assess the strategies, tactics, and tools employed by rights advocates to compel them to meet these obligations. More broadly, we consider how the exigencies of the climate crisis could ultimately undermine—or actually strengthen—the international human rights regime. Students are encouraged to question and critique positions taken by a range of climate activists, while simultaneously equipping themselves with the knowledge and analytical tools necessary to advocate effectively for ambitious, rights-respecting climate action. SO

*** GBL 344a / HIST 483Ja / PLSC 161a, Studies in Grand Strategy II** Arne Westad, Jing Tsu, and Michael Brenes

The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. During the fall term, students put into action the ideas studied in the spring term by applying concepts of grand strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Prerequisite: PLSC 321. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. SO

GLBL 383b / ECON 160b, Games and Information Benjamin Polak and Jidong Zhou

This is designed to be a “second” game theory course. We build on the learnings from introductory game theory courses like ECON 159/GLBL 159, MGT 822 or the SOM core. The course aims to introduce important ideas and tools from game theory, and use them to answer questions in social sciences, law, and business. For instance, how does information get sold and used to persuade? How do we think about the efficiency and equity of allocations? How do sellers decide the best format for an auction to sell a good? Does requiring unanimous verdicts guarantee that the innocent will not be convicted? What causes bank runs? When do we see price wars? The underlying ideas will include games of incomplete information, mechanism design, common knowledge and high-order reasoning, and repeated games. Prerequisite: Any introductory game theory course, e.g., ECON/GLBL 159, MGT 822 or Game Theory in the SOM Core.

SO RP o Course cr

*** GBL 394a / ANTH 409a / ER&M 394a / EVST 422a / F&ES 422a, Climate and Society: Perspectives from the Social Sciences and Humanities** Michael Dove

Discussion of the major currents of thought regarding climate and climate change; focusing on equity, collapse, folk knowledge, historic and contemporary visions,

western and non-western perspectives, drawing on the social sciences and humanities.
WR, SO

*** GLBL 425a, Atrocity Prevention** David Simon

Can atrocities be prevented? This course considers the ways in which episodes of genocide, crimes against humanity, and war crimes might be preventable. It looks at ways in which models of atrocities yield corresponding models of prevention, and then what policies those models, in turn, recommend. We consider a broad number of cases of prevention, devoting attention to the different phases and agents of the prevention efforts in question. We analyze the extent to which prevention efforts at different levels have been successful while being mindful of the costs that accompanied them. We aim to draw conclusions about what strategies key actors can deploy to reduce the incidence of mass atrocities throughout the world. SO

GLBL 433a / HIST 433a, The Twentieth Century: A World History Staff

For most people, almost everywhere, the twentieth century was a time of profound and accelerating change. Someone born in the 1890s could, if they lived a long life, have experienced two world wars, a global depression, collapse of empires, the enfranchisement of women and young people, and the rise of the United States to global power. They could have witnessed the first cars, the first planes, the first radios and TVs, and the first computers. They could have been among the first to swear allegiance to one (or several) of 130 new states, almost twice the number that existed in 1900. They would have been certain to witness massive ecological destruction, as well as unparalleled advances in medicine, science, and the arts. The twentieth century was, as one historian puts it, an age of extremes, and in this class we explore some of these aspects of the age. The class is not intended to be a complete history nor is it one that provides an integrative interpretation of historical events. The aim is rather to enable students to know enough to think for themselves about the origins of today's world and about how historical change is created. HU o Course cr