

Jackson School of Global Affairs

2023–2024



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CALENDAR

FALL 2023

Aug. 21	M	Student Orientation begins
Aug. 24	Th	Leadership and Ethics Workshop begins (second-year M.P.P. students)
Aug. 25	F	Leadership and Ethics Workshop ends (second-year M.P.P. students)
Aug. 28	M	Add/drop period begins
Aug. 29	T	Student Orientation ends
Aug. 30	W	Fall-term classes begin (full term and Fall 1)
Sept. 1	F	Friday classes do not meet. Monday, Sept. 4, classes meet instead.
Sept. 4	M	Labor Day. Classes do not meet. Administrative offices are closed
Sept. 8	F	Add/drop period closes; final day to add courses without penalty
Sept. 13	W	Final day to apply for personal leave of absence
Oct. 17	T	Fall 1, half-term, courses end
Oct. 18	W	October recess begins
Oct. 23	M	October recess ends Fall 2, half-term, classes begin
Oct. 27	F	Midterm Final day to request course change from credit to audit and from audit to credit Final day to withdraw from a course without a “W” on final transcript
Nov. 16	Th	Spring-term online course registration opens
Nov. 20	M	November recess begins
Nov. 27	M	Classes resume
Dec. 1	F	Spring-term online course selection ends
Dec. 15	F	Classes end; final examinations begin
Dec. 21	Th	Final examinations end Winter recess begins

SPRING 2024

Jan. 8	M	Final fall-term grades are due Final day for faculty to request a grade of Temporary Incomplete (TI)
Jan. 12	TH	Add/drop period begins
Jan. 15	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 16	T	Spring-term classes begin (full term and spring 1)
Jan. 19	F	Friday classes do not meet. Monday, Jan 15, classes meet instead
Jan. 24	W	Add/drop period closes. Final day to add courses without penalty
Jan. 25	TH	Final day to apply for personal leave of absence
Mar. 4	M	Spring 2, half-term, courses begin

Mar. 8	F	Midterm Spring 1 classes end Final day to request course change from credit to audit or audit to credit Final day to withdraw from a course without a “W” on final transcript
Mar. 11	M	Spring recess begins
Mar. 25	M	Full-term classes resume
May 3	F	Classes end; final examinations begin
May 10	F	Final examinations end. Summer break begins
May 15	W	Final grades are due for graduating students.
May 20	M	University Commencement Jackson School of Global Affairs Convocation
June 3	M	Final spring-term grades due for continuing students Final day for faculty to request a grade of Temporary Incomplete (TI)

SUMMER 2024

May 27	M	Summer term begins
Aug. 16	F	Summer term ends

THE PRESIDENT AND FELLOWS OF YALE UNIVERSITY

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Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts (*June 2025*)

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William Earl Kennard, B.A., J.D., Charleston, South Carolina (*June 2026*)

Frederic David Krupp, B.S., J.D., Norwalk, Connecticut (*June 2028*)

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Carlos Roberto Moreno, B.A., J.D., Los Angeles, California (*June 2026*)

Joshua Linder Steiner, B.A., M.St., New York, New York (*June 2024*)

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Marta Lourdes Tellado, B.A., Ph.D., New York, New York (*June 2028*)

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Scott Worden, J.D.

A MESSAGE FROM THE DEAN

Welcome to the Jackson School of Global Affairs. In April 2019, the Yale Board of Trustees approved our transformation from the Jackson Institute to the Jackson School, Yale's first professional school in decades.

Jackson was established to help tackle the world's increasingly complex problems: climate change, war, migration, poverty, and others. Our students learn from faculty drawn from across the university's professional schools and the graduate school, as well as Senior Fellows—leading practitioners in government, international organizations, the NGO community, and other global affairs fields. We are uniquely integrated with the rest of Yale, with students from around the university taking our classes. Our interdisciplinary and multidimensional approach makes us exceptionally qualified to give students the tools they need to help solve the world's most pressing problems.

Our students come to Yale having already worked on complicated problems in all corners of the world. They are intellectually curious individuals who come to Jackson ready to define their own path to a career in global leadership and service.

In addition to our degree programs in global affairs, we host a number of initiatives, programs, and centers that enrich the Jackson community with visiting fellows, workshops, public events, and innovative research.

Jackson is a diverse, multilayered community of scholars, practitioners, and students from all over the globe. Here you will make lifelong connections with individuals who are passionate about making a difference in the world.

This bulletin will tell you more about our degree programs, our faculty, our centers, and the overall Jackson experience. I am excited about Jackson's future as a school and invite you to take advantage of all that we have to offer.

Best,

Jim Levinsohn

Dean, Jackson School of Global Affairs

Charles Goodyear Professor of Global Affairs

HISTORY AND MISSION OF THE JACKSON SCHOOL OF GLOBAL AFFAIRS

HISTORY

The Jackson School of Global Affairs was established on July 1, 2022. It is the first professional school to be established at Yale in forty-six years.

The School builds on Yale's centuries-long tradition of educating leaders. Yale's graduates include five U.S. presidents; seven U.S. Secretaries of State; the presidents or prime ministers of Mexico, South Korea, and Germany; numerous ambassadors; and many heads of private and non-profit enterprises that contribute to the public good such as Human Rights Watch, Ashoka, Unite for Sight, and the Peace Corps.

Prior to becoming a stand-alone professional school Jackson was known as the Jackson Institute for Global Affairs. The institute was built on what was the International Affairs Council at the MacMillan Center for International and Area Studies in 2009 after a transformational gift from John W. Jackson '67 and Susan G. Jackson.

The International Affairs Council, a founding member of the Association of Professional Schools in International Affairs (APSIA), was the home of Yale's Master of Arts in International Relations and the undergraduate major in international studies. The Master of Arts in International Relations became the Master of Arts in Global Affairs in 2013. In fall 2022, with Jackson's transformation to a stand-alone professional school, the Master of Arts degree changed its name to the Master in Public Policy in Global Affairs. The undergraduate major in international studies became a stand-alone major in global affairs during the 2011–2012 academic year.

In July 2015 the Jackson Institute separated from the MacMillan Center into an independent organization. In 2019, the Yale Board of Trustees approved plans to expand the institute into a stand-alone professional school. In January 2022, President Salovey announced that the Yale Jackson School of Global Affairs would open in the fall of 2022, and he named Professor James Levinsohn the inaugural dean.

MISSION

The mission of the Jackson School of Global Affairs is to educate leaders in the fields of global affairs and to support world-leading research addressing the most important policy challenges. It seeks to provide students with an interdisciplinary education that gives them the ideas, concepts, and skills to be creative problem solvers.

ACCREDITATION

The Jackson School's accreditation is encompassed by Yale University's accreditation by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges).

FACILITIES

Horchow Hall is a four-story stone house located on historic Hillhouse Avenue at the intersection with Sachem Street. Constructed as a single-family home in 1859, it was designed by Sidney Mason Stone in the Renaissance-Revival style. It was the first home on the street to be painted brown. The house was originally built for Pelitiah Perit, a merchant. A third floor was added in the 1860s. A large rear wing was added by Henry L. Hotchkiss, who bought the house in 1888. The house passed to his son H. Stuart Hotchkiss who sold it to Yale in the 1930s. The house was an annex for the Peabody Museum (1937–60) and the Bingham Oceanographic Laboratory (1937–59). In the 1960s, it became a residence for Yale officials until 1984, when it was renovated and renamed Horchow Hall. From 1984 to 2014 it was one of the buildings of Yale's School of Management.

The Jackson Institute for Global Affairs moved into the building in the summer of 2014. The 20,000 square foot building houses the Jackson School's administrative and faculty offices. The building also contains a student and World Fellows lounge. Two rooms, the GM room and the seminar room, provide space for classes, meetings, and events .

ADMISSIONS REQUIREMENTS

M.P.P. & M.A.S. PROGRAMS

The Jackson School of Global Affairs offers professional degrees for students who are pursuing careers in government, public affairs, and private organizations addressing global issues. Applicants should tailor their personal statement and other application components around their demonstrated interest in global affairs and showcase how their academic and professional backgrounds shape their intended focus area at the Jackson School as well as their future professional plans in the global arena.

Students apply through the Jackson School of Global Affairs website, <https://jackson.yale.edu/admissions>. The online application for the M.P.P. program is available from mid-August through January 2. The online application for the M.A.S. program is available from mid-August through November 1.

Qualifications

MASTER IN PUBLIC POLICY IN GLOBAL AFFAIRS (M.P.P.)

Full-time work, volunteer, or internship experience for a period of one or more years after graduation is strongly preferred. Prior experience in the fields most relevant to global affairs or international study—history, political science, and economics—is a valuable asset in pursuing an M.P.P. in Global Affairs, though it is not required.

It is strongly recommended that entering students have taken introductory courses in microeconomics and macroeconomics prior to matriculating. These courses may be taken at any college or university as part of an undergraduate degree or separate from it.

MASTER OF ADVANCED STUDY IN GLOBAL AFFAIRS (M.A.S.)

Applicants must have significant professional experience. Candidates should show superior professional qualifications and evidence of ability to succeed and thrive in a rigorous, multidisciplinary academic program and specify what skills and knowledge they hope to gain that are relevant to their professional role. Master of Advanced Study in Global Affairs applicants may not simultaneously seek admission to the Jackson School's two-year M.P.P. program.

B.A.–B.S./M.P.P.

Current Yale College students may apply to the B.A.–B.S./M.P.P. program in the spring term of their junior year. Applicants must complete an application form and submit transcripts from all undergraduate institutions attended, two academic letters of recommendation (at least one from an instructor in a Yale course in their major), one personal statement, and documentation of approval by the dean of the student's residential college. All other information needed to apply is available on Jackson School's application portal at <https://apply.jackson.yale.edu/apply>.

Further information about the program may be viewed on the Jackson School of Global Affairs website, <https://jackson.yale.edu/admissions/applying-to-the-five-year-program>. Questions about admissions should be directed to the assistant dean for admissions.

Joint-Degree Programs

To enhance the educational opportunity of its graduate students, the Jackson School collaborates with Yale's professional schools and has developed joint-degree programs that fulfill the requirements of each school. A joint degree is an integrated education program that is designed to achieve a combination of two programs in a way that is complementary to both. Candidates must apply and be admitted to each school separately. Candidates can apply simultaneously at the the outset or to the second program once they have matriculated in one of the programs at Yale. The online application for the M.P.P. program is available from mid-August through January 2. Students apply through the Jackson School of Global Affairs website, <https://jackson.yale.edu/admissions>. For information about the application process at joint-degree Schools, please visit <https://jackson.yale.edu/admissions/joint-degrees>.

Joint-degree programs are not permitted with the M.A.S. degree.

Required Application Materials

The Jackson School M.P.P. and M.A.S. applications along with a detailed description of application procedures, guidelines, requirements, deadlines, and all other information needed to apply are available on Jackson School's application portal at <https://apply.jackson.yale.edu/apply>.

An application packet consists of the following:

- A personal statement
- Three letters of recommendation
- Resume
- Official transcripts and, if applicable, translations of the same are required from admitted applicants. Transcripts from all prior institutions attended should be submitted electronically through the Jackson School Application. Official transcripts will be requested only upon admission into the program.

In reviewing applications, the committee looks for evidence of excellent academic aptitude and strength in the subjects that we offer, e.g., economics, politics, etc. For more information, please contact our Admissions Office.

International Transcript Credential Evaluation

Although not required for admission, applicants completing their undergraduate and/or graduate degree(s) outside of the United States or Canada are encouraged to submit a transcript evaluation from World Education Services (www.wes.org), Educational Credential Evaluators (www.ece.org) or similar. The evaluation should be a course-by-course report of all transcripts and diplomas (undergraduate and graduate), must include U.S. equivalent GPA on a 4.0 scale, and must include a certification of U.S. bachelor's degree equivalency. Applicants are responsible for any fees associated with these evaluations. Those who accept our offer of admission and decide to matriculate at the Jackson School of Global Affairs will need to have their International Transcript Credential Evaluation sent directly to jackson.registrar@yale.edu to fulfill the official transcript requirement for enrollment. Applicants with credentials from institutions in the People's Republic of China should have their transcripts and degree certificates

verified by the China Credentials Verification (CSSD). All verification reports and any academic records should be issued in the English language. To apply for CSSD verification visit <http://www.chsi.com.cn/en>.

REQUIRED EXAMINATIONS

All M.P.P. applicants must take the GRE General Test and have official scores released to 3388. It is recommended that you take the GRE no later than mid-December. GRE scores are optional for M.A.S. applicants.

Students whose native language is not English and who did not earn their undergraduate degree at a university where English is the language of instruction must also take the TOEFL, IELTS, or Cambridge English exam. The minimum score required for the TOEFL is 102 on the internet-based exam (iBT) or 610 on the paper-based exam (PBT). A score of 7.5–8 on the IELTS is roughly equivalent to the required minimum. For the Cambridge English exam, students must achieve scores demonstrating C1 Advanced or C2 Proficiency in English.

APPLICATION FEES AND WAIVERS

The fee to apply to the M.P.P. program is \$75. To encourage early applications, the Jackson School of Global Affairs waives the application fee for all M.P.P. program applications received by December 1. A form is not required to receive the waiver. Applicants may still apply until our deadline of January 2, but the fee will not be automatically waived for applications submitted after 11:59 pm EST on December 1.

Candidates applying through select programs with partnerships with the Jackson School may apply for a fee waiver after December 1. A list of programs and the fee waiver form can be found at <https://jackson.yale.edu/admissions/mpp/application-process/fees-and-waivers>.

An application fee of \$100 is required for the M.A.S. program. This fee cannot be waived. No preference will be given to early applications.

DEFERRING ADMISSION

The Jackson School will consider deferral requests only in cases of extreme hardship or illness, military deployment, or inability to travel to the U.S. due to visa restrictions or complications. Requests are considered on a case-by-case basis and should be addressed to the assistant dean for admissions.

VISITING CAMPUS

Prospective students are welcome to visit the program or to speak with Jackson staff. The Admissions Office holds information sessions several times in the fall of each year. Please visit our admissions events page, <https://jackson.yale.edu/jackson-events>, for a list of upcoming events.

Webinars

The Admissions Office hosts online chats for prospective students during the fall admissions season and over the summer. The webinars provide an overview of the admissions process and a Q&A session with admissions staff. Visit our admissions

events page for a list of upcoming sessions. You can also view past webinars on the admissions archive page.

Regional Events

Admissions staff and alumni volunteers from the Jackson School of Global Affairs participate in several recruitment events for prospective graduate students around the globe. Visit the admissions events page for upcoming events.

Spring Visit for Admitted Students

In the spring of each year, applicants who are offered admission to our graduate program are invited to the Admitted Students Program.

WORLD FELLOWS

The Maurice R. Greenberg World Fellows Program is a non-degree leadership development program based in the International Leadership Center. Accepted applicants are appointed as Postgraduate Fellows during their time at Yale.

Applicants should be between five and twenty-five years into their professional careers, with demonstrated, significant accomplishments at a regional, national, or international level. Applicants must be citizens of a country other than the United States. While applicants who hold dual citizenship with the United States are eligible, strong preference is given to candidates whose work is focused outside the United States. Applicants must be fluent in English.

Applicants must submit an online application including a personal statement and three letters of recommendation. The application deadline typically falls during the first week of December for the following year's program. Applications are reviewed by a selection committee and decisions are typically released in April. To learn more please visit <https://worldfellows.yale.edu>. Questions can be directed to world.fellows@yale.edu.

DEGREE PROGRAMS

Master in Public Policy in Global Affairs (M.P.P.)

The Jackson School's Master in Public Policy in Global Affairs program prepares students to impact the global community through an academically rigorous and flexible interdisciplinary program.

Jackson continues the University's tradition of attracting creative, intellectually curious individuals who come to Yale ready to define their own path to a career in global leadership and service.

The Jackson School's M.P.P. occupies a unique place among international affairs graduate programs. The four-course interdisciplinary core curriculum provides students with a shared intellectual foundation focused on acquisition of the ideas, ways of thinking, and skills needed for leadership in global affairs. The small core both prepares students to identify and investigate solutions to the global issues they are most passionate about and gives students the unusual flexibility to design an individualized course of study around those issues by taking advantage of the extraordinary breadth of courses and resources at Jackson and across the University.

Jackson's academic requirements are designed to prepare leaders for solving the most pressing problems in global affairs. This means exposing students to foundational ideas in economics, history, and political science as well as building skill as analysts, communicators, and leaders. We do this through the small core of four courses, an integrated professional writing program, a leadership and ethics training workshop, and a summer experience.

M.P.P. CURRICULUM

The formal M.P.P. requirements are 16 credits, demonstrated proficiency in a modern language (L4), participation in a leadership and ethics training workshop, and completion of a summer experience. The 16 credits must include four 1-credit core courses, none of which can be taken as SAT/UNSAT.

All M.P.P. students must complete GLBL 5020, Applied Methods of Analysis; GLBL 5010, Economics for Global Affairs; and GLBL 5030, History and Global Affairs, in the first year of the M.P.P. program. The fourth core course, GLBL 5040, Comparative Politics for Global Affairs, may be completed in the first or second year. In addition, first-year M.P.P. students need to take GLBL 5005, Fundamentals of Economics for Global Affairs, in the fall, unless exempt (See Exemption from Fundamentals of Economics in the chapter Academic Policies), prior to enrolling in GLBL 5010 in the spring.

M.P.P. students often enroll in courses from throughout Yale's graduate and professional schools and are encouraged to meet with the assistant dean for graduate education to design their individual curriculum.

Students must also maintain a grade average of High Pass (HP) with at least two Honors (H) grades. For more information, see Satisfactory Academic Progress in the chapter Academic Policies.

Required M.P.P. Courses

Fall, First Year

GLBL 5005	Fundamentals of Economics for Global Affairs ¹	1
GLBL 5020	Applied Methods of Analysis ²	1

Spring, First Year

GLBL 5010	Economics for Global Affairs	1
GLBL 5030	History and Global Affairs	1

Fall, First or Second Year

GLBL 5040	Comparative Politics for Global Affairs	1
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¹ See Exemption from Fundamentals of Economics in the chapter Academic Policies

² See Exemption from Core Courses in the chapter Academic Policies

Language Requirement

All students are required to leave Yale University with the equivalent of foreign language proficiency at the L4 level. To fulfill this requirement, prior to arriving at Yale (in July or August), students must take a placement test online or language proficiency exam at Yale and place into L5 (advanced level) language, thus satisfying the language requirement. Students who have been certified in a language other than English outside of Yale must provide a proof of certification (L4 equivalent) to satisfy the language requirement. More information regarding the language requirement is sent to all incoming students in June.

M.P.P. students can choose to earn up to 4 credits of language toward Jackson degree requirements if they would like to continue language study. Joint-degree students can count up to two language credits toward the Jackson degree requirements.

Students who have never studied a modern language (other than English) may elect to enroll in the accelerated language course at Middlebury College in the summer preceding their arrival at Yale. Jackson has established a streamlined application process with the Middlebury College Language School and will fully fund the course, including tuition, room, and board. For exigent academic reasons, the assistant dean for graduate education may exceptionally authorize other students to qualify for this funding opportunity.

LEADERSHIP AND ETHICS WORKSHOP

Core to the mission of the Jackson School is to prepare students to be responsible, thoughtful, and ethical leaders in global affairs. It is important that, as a part of their M.P.P. training and education, Jackson students are exposed to and understand their responsibilities and the professional ethics associated with a career in global affairs.

The Leadership and Ethics Workshop is an experiential program designed to give Jackson M.P.P. students the tools and frameworks to think ethically about difficult choices and balance competing interests in global public policy and to teach students

how to integrate an ethical approach and moral reasoning into their leadership and management. Central to learning about methods and frameworks of leadership and ethics in a public policy setting is also an understanding of how to lead in a diverse world—across all dimensions of diversity—and how to lead communities around the world that are diverse. Integrated throughout this workshop will be practical engagement with issues of diversity, equity, and inclusion.

In a small, tight-knit program, the workshop also serves as a unique opportunity to bring the cohort together and build community in a concentrated and meaningful experience during the summer before their second year in the program.

In order to respond effectively to the needs of our students, we reserve the right to adjust the length and content of the program as necessary.

SUMMER EXPERIENCE

M.P.P. students are required to use the summer between their first and second year to pursue a professional experience that aligns with their academic and professional goals. Joint-degree students must complete the experience after their first Jackson year. To meet this requirement, students must complete an internship or research project that is policy related and relevant to the global affairs M.P.P. degree lasting a minimum of eight weeks, preferably ten to twelve. The experience must be at least thirty-five hours per week. On-campus jobs, including research assistant positions, will not be approved.

All proposals for summer internships are submitted to the Career Development Office (CDO) and reviewed by the assistant dean for career development and the assistant dean for graduate education for approval. If approved, the School registrar will officially enroll students in GLBL 7000 over the summer. Students who choose to do independent summer research must submit a proposal to the assistant dean for graduate education and explain in their proposal why conducting the proposed research project is important for their professional trajectory.

Jackson offers fellowships of up to \$6,000 for budgetary needs to support the summer requirement. Funds are intended as a boost for unfunded or under-funded experiences. The funds may only be used for the summer experience following the student's first year at Jackson.

Students are required to submit a survey about their summer experience by September 15 to the CDO to complete this graduation requirement.

If the summer experience cannot be completed due to extenuating circumstances, a request for a waiver must be made through the assistant dean for career development and assistant dean for graduate education. For more information about the summer experience see Career Development Office in the Resources for Students chapter.

OPTIONAL ACADEMIC OPPORTUNITIES

Foundational Courses

Several courses at the Jackson School of Global Affairs address the development of skill sets that are applicable across all disciplines and topics within the public policy realm. These courses, deemed “foundational,” currently include policy writing (GLBL 5000, Professional Public Policy Writing), argumentation (GLBL 5001, Disinformation and

the Craft of Ethical Persuasion), communication (GLBL 5002, Policy Communicator), and negotiation (GLBL 5015, Negotiations). They are open to all graduate students in the Jackson School, are worth ½ credit each, and are graded as SAT/UNSAT. Note that two such courses may be taken to provide, cumulatively, a full credit towards the degree requirements, but that doing so will (collectively) count as the one permitted course to be taken outside of the normal graduate grading mode* Students are thus encouraged to take foundational courses outside of the sixteen courses otherwise required for the M.P.P. degree.

* See policy on Satisfactory/Unsatisfactory Grades in the Academic Policies chapter.

Professional Writing Program

The ability to communicate effectively is central to becoming an effective leader and problem solver. The Jackson School Writing Program has three primary components. First, three out of the four curriculum courses (GLBL 5010, Economics for Global Affairs; GLBL 5030, History and Global Affairs; and GLBL 5040, Comparative Politics for Global Affairs)—in addition to their substantive topics—are designed to enhance students' writing skills across a variety of professional contexts. The primary instructors have designed these writing components in collaboration with the director of the Writing Program to ensure a coherent and holistic professional writing curriculum across the core courses. Second, all M.P.P. students are able to meet with the Writing Program director, who is available to provide detailed feedback on all student writing. Third, the Writing Program offers professional writing classes in both fall and spring terms (GLBL 5000, Professional Public Policy Writing; GLBL 5001, Disinformation and the Craft of Ethical Persuasion; and GLBL 5003, Narrative Storytelling for Policy Makers) that give students ample opportunity to hone their composition and editing skills while introducing them to the genre of professional policy writing and challenges faced by communicators in the field.

By availing themselves of these Writing Program resources, students will develop the professional writing and communication skills necessary to advance their careers as leaders in global affairs.

Certificate in Program Evaluation

Jackson offers the opportunity for M.P.P. students to earn a certificate in Program Evaluation. Those who wish to pursue this option must complete 6 credits of methods-focused courses approved in advance by the assistant dean for graduate education. These courses may include GLBL 5020, Applied Methods of Analysis, or an advanced course in causal inference at least at the level of MGT 510, Data Analysis and Causal Inference, or higher e.g., PLSC 508, Causal Inference and Research Design, or ECON 559, Development Econometrics (IDE). Other elective courses may include GLBL 5070, Practicum Data Analysis; GLBL 5050, Introduction to Python for Global Affairs; or GLBL 7250, Big Data and Global Policies. Students may not count thesis courses (GLBL 9990 and GLBL 9991, Global Affairs Thesis) to satisfy the 6-credit requirement. However, they may count up to 1 credit of Directed Reading. Please contact the assistant dean for graduate education for more information about the certificate and to discuss your plans.

Directed Reading

Sometimes a student may request that the assistant dean for graduate education approve a Directed Reading conducted by a faculty member (GLBL 9800) or a senior fellow (GLBL 8000). Usually limited to one per term, these courses 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 of the arrangements before the term begins. To formally pursue a directed reading, the following conditions must be met:

1. The student must submit a request to complete a Directed Study before the enrollment period for that term ends (see Academic Calendar for end of add/drop period).
2. The material of the proposed course must be appropriate to the qualifications of the student.
3. The student must secure not only the instructor's approval of the work to be covered in the course but also the approval of the assistant dean for graduate education.
4. The student must provide a syllabus draft for review by the instructor and the assistant dean for graduate education.
5. There must not be an existing graduate or undergraduate course to which the student has access in which the work proposed may be accomplished.
6. The instructor must meet with the student regularly, normally between eight to ten hours per term.
7. The student must produce a final paper at the end of the term.

The Jackson School has established limits on the number of directed readings that a student may take in any term (one) and, cumulatively, before the end of their second year in the M.P.P. program (four).

A student must petition the Committee on Academic Progress for permission to enroll in more than two such course credits in any one term. In the petition the student must give sound academic reasons for exceeding these limits and provide evidence that the additional work in a directed reading will not be done at the expense of the breadth and depth of study being pursued in regular courses at Jackson and elsewhere at the University.

Thesis

Students also have the option of writing a year-long two credit thesis (GLBL 9990 and GBL 9991, Global Affairs Thesis) under the supervision of a Jackson School of Global Affairs professor or faculty member.

The thesis is an optional 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 their 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.

The final thesis is graded by the thesis adviser and one other faculty member; one of the two must be a Jackson School of Global Affairs professor. See the Appendix for additional details and timeline.

Master of Advanced Study (M.A.S.)

The Master of Advanced Study (M.A.S.) in Global Affairs is a one-year program for mid-career professionals.

Created in 2013, the program is small by design, with only a few admitted students each year. The M.A.S. is aimed at professionals with extensive experience in a field of global affairs such as, but not limited to, international security, diplomacy, and development.

M.A.S. CURRICULUM

The program of study is customized to a student's individual academic and professional goals. Students take 8 credits in one year of full-time study*. Part time study is not permitted. Courses are chosen in consultation with the assistant dean for graduate education before the start of each term. Students select courses from the Jackson School's regular offerings as well as courses from throughout the Graduate School and professional schools and may count up to two language credits toward the M.A.S. degree requirements.

Students have access to all of the School's services and are welcome to work with Jackson-affiliated faculty and senior fFellows to design their program of study. Joint-degree programs with the M.A.S. degree are not permitted.

* See Academic Standards in the Academic Policies chapter

Joint-Degree Programs with Other Yale Schools

The Jackson School of Global Affairs offers several joint-degree programs in collaboration with other Yale professional schools. As a joint-degree candidate, a student can earn two degrees typically in two terms fewer than if the degrees were pursued separately. However, joint-degree students must fulfill degree requirements for both programs. M.P.P. students are required to complete all core courses, demonstrate proficiency in a modern language (L4), complete summer experience, and complete the leadership and ethics training workshop. Joint-degree candidates must complete 12, rather than 16, credits. None of the courses taken toward degree requirements at one school may count toward degree requirements at the other school. See the Degree Programs section for specific information regarding M.P.P. degree requirements.

School of the Environment M.F./M.P.P., M.F.S./M.P.P., M.E.Sc./M.P.P., M.E.M./M.P.P.

The Yale School of the Environment (YSE) degree programs consist of a core curriculum and electives. Joint-degree students must complete the two-week YSE summer training program before their first term, which imparts field skills and techniques considered indispensable to students intending careers in environmental research, management, and policy. YSE students must also complete between ten and twelve weeks of summer internship or research following their first year.

Law School J.D./M.P.P.

Yale Law School encourages an interdisciplinary approach to the law. Some students choose to combine their law studies with those at the Jackson School of Global Affairs. The joint degree is intended to complement the J.D. by providing specialized skills and a body of knowledge in another discipline. However, joint-degree status will not be formally approved until the student has satisfactorily completed their first term at the Law School and petitioned the faculty Committee on Special Courses of Study to formally become a joint-degree student. The joint degree with the Law School takes four years to complete. For more information please visit <https://bulletin.yale.edu/bulletins/law/academic-requirements-and-options#joint-degrees>

School of Management M.B.A./M.P.P.

The joint-degree program with Yale School of Management (SOM) offers an M.B.A. in combination with an M.P.P. It is intended for students who plan global careers in the for-profit, government, or nonprofit sectors. In the M.B.A./M.P.P. in Global Affairs joint-degree program, students spend the first year at the Jackson School and the second year at Yale SOM, during which they take the integrated M.B.A. curriculum. During the third year, they take electives at SOM, the Jackson School, and elsewhere at Yale. To complete the M.B.A. component of the program, a student must fulfill all of SOM's normal requirements. Joint-degree candidates take only 52 units, not the usual 72 units at SOM.

School of Public Health M.P.H./M.P.P.

The Yale School of Public Health (YSPH) and the Jackson School of Global Affairs offer a joint degree in public health and global affairs. For the YSPH component, joint-degree candidates must complete all core and divisional required courses as well as the thesis/capstone and summer internship components. Exceptions for joint-degree candidates include the reduction of required YSPH course units from 20 to 15.

Yale College Programs

THE GLOBAL AFFAIRS MAJOR

The Global Affairs major is designed to give students the social science research tools to solve today's most pressing global challenges. It is a truly interdisciplinary program with courses in nearly all departments at Yale. The major includes about eighty students per class selected by competitive admissions.

In the fall of their senior year, global affairs majors complete the Capstone Course, a unique public policy project on behalf of a real client, supervised by a faculty member. Students often travel to the client's location.

GLOBAL HEALTH STUDIES MAP

The Global Health Studies Multidisciplinary Academic Program (GHS MAP) offers students at Yale College the opportunity to engage critically and analytically in global health from multiple disciplinary approaches and perspectives. The GHS MAP supports students in developing and balancing an appreciation for biomedical and technical issues related to diseases and their treatment and prevention, with an understanding of the historical, social, economic, and political concerns that are implicated in how health is determined and experienced in the twenty-first century.

The program also exposes students to relevant research methodologies to develop their understanding of how knowledge in global health is constructed and how these approaches could inform their academic pursuits and future careers. For more information, visit <https://jackson.yale.edu/academics/global-health-studies>.

UNDERGRADUATE SUMMER FELLOWSHIPS

Many Jackson undergraduates spend their summers abroad. The School provides fellowships for student projects including internships and independent research projects related to international affairs. For more information, visit <https://jackson.yale.edu/academics/the-global-affairs-major/summer-experience>.

FIVE-YEAR B.A.-B.S./M.P.P. PROGRAM

The B.A.-B.S./M.P.P. degree program in Global Affairs offers Yale College students interested in the field of global affairs the opportunity to earn a bachelor's degree from Yale College and an M.P.P. degree from the Jackson School of Global Affairs in a five-year joint program.

Undergraduate Requirements In their four years of Yale College enrollment, students complete a standard Yale College major. So long as students are on track to complete their major and degree requirements, as stipulated by Yale College, students may count up to 4 Jackson School approved course credits toward their M.P.P. degree.

Master's Program Requirements Students accepted into the program must complete a total of 12 course credits, including Jackson's core courses. At least two of those core courses must be taken during the senior year at Yale College. It is also required that students demonstrate proficiency in a modern language (L4) and complete an approved summer internship or a project. Students must maintain a grade average of High Pass (HP) with at least two Honors (H) grades. All students must complete Jackson's non-credit leadership and ethics training workshop, which takes place in August the week prior to the beginning of their fifth year. During the fifth year, students are in full-time residence at the Jackson School of Global Affairs and must complete at least 8 course credits. All students must meet with the assistant dean for graduate education to map out their curriculum. See Master in Public Policy in Global Affairs section for additional details on degree requirements.

ACADEMIC POLICIES

FACULTY ADVISERS

The primary adviser for all students is the assistant dean for graduate education. Each student is also assigned a secondary faculty adviser upon entering the two-year M.P.P. program and the one-year M.A.S. program. It is the responsibility of the student and the primary adviser to work together to select courses and monitor academic progress in collaboration with the Jackson School registrar.

The role of the faculty adviser is to help develop career plans. For a variety of reasons, students may wish to change their faculty adviser. They may request a change by writing to jackson.registrar@yale.edu.

COURSE REGISTRATION

Students will be given the opportunity to register for courses and confer with their academic adviser about their schedules before classes start each term. All students must complete the online registration process by the deadline listed on the academic calendar to avoid a \$50 late fee. There is also an add/drop period at the start of each term. At the end of the add/drop period, all registrations are considered final.

No student may attend any class unless officially registered in the course. No credit will be given for work done in any course for which a student is not officially registered, even if the student entered the course with the approval of the instructor. Students who wish to register for courses that are offered on both the graduate and undergraduate levels must register with the graduate-level course number in order to receive credit toward their degrees. In rare instances, a student may be granted permission to register for an undergraduate course that will count toward the fulfillment of course requirements for the student's graduate degree. In such cases, the student must file an approved Jackson School Graduate Credit Request form with the Jackson Registrar's Office by the end of the registration period. Jackson students taking a course at the School of Management or the Law School must also obtain permission from the respective school's registrar to be officially enrolled. Permission must be obtained within two weeks of the close of registration at the Jackson School of Global Affairs. Additional information about enrollment can be found at <https://jackson.yale.edu/academics/registrar>.

AUDITING COURSES

An auditor is a student who attends a class to acquire knowledge but not to earn credits or a grade. Audited courses do not count toward the completion of degree requirements, enrollment certification, financial aid eligibility, or loan deferment purposes. Auditors may change their status in a course according to the course change deadlines on the academic calendar. Auditors must attend classes regularly, complete assigned reading, and participate in discussions, but they are excused from examinations and other assignments. If this requirement is not met, the Jackson School registrar may, solely upon notice from the instructor of insufficient attendance, delete the course from the student's record. For a student who elects to audit a course, the

letters “AUD” are entered on the transcript in the grade column. Auditors are admitted to a course on a space-available basis and with the approval of the instructor.

COURSE CHANGES

Once the online course selection process has closed for a given term, all subsequent changes must be made using the Jackson School add/drop form.

The dates for changing enrollment in a course from Credit to Audit or Audit to Credit and for withdrawing from a course are listed in the Academic Calendar. If a student officially withdraws from a course by the stated deadline, the course will be removed from the student’s transcript. If a student ceases to participate in a course without officially withdrawing from that course by the stated deadline, it is at the instructor’s discretion to assign an appropriate qualitative grade or a grade of Incomplete.

COURSE WITHDRAWAL

Students may withdraw from a course with the approval of their primary adviser. The course add/drop form is available on the School’s website or Yale Hub. Students may withdraw until about halfway through each term without the course appearing on the transcript; exact withdrawal deadlines may be referenced on the academic calendar for each year. From those dates at the halfway point in the term until the last day of classes, a student may still withdraw from a course; however, the course will appear on the transcript with a letter grade of W. Please note that students enrolled in an eight-week (half-term) course can withdraw from the course no later than four weeks into the class sessions without the course appearing on the transcript.

EXEMPTION FROM CORE COURSES

The core courses GLBL 5010, Economics for Global Affairs; GLBL 5030, History and Global Affairs; or GLBL 5040, Comparative Politics for Global Affairs, do not qualify for exemption. The unique content of these courses provides students with several of the M.P.P. core curriculum competencies and foundational knowledge topics. However, students who have previously mastered the material being presented in the core course GLBL 5020, Applied Methods of Analysis, can request a course exemption directly from the course instructor. The request for a course exemption indicates that a student is capable of excelling in all assessments in the selected course. Mastery of course content can be demonstrated by (1) excelling in a graduate-level course with equivalent content within the past five years or (2) significant life experience related to the course content. Students approved for such an exemption must take a higher level, one-credit statistics course approved by the instructor.

The core-course exemption form is available at <https://jackson.yale.edu/academics/registrar> and must be submitted to the school registrar by the end of the registration period.

Students that have successfully passed both GLBL 121, Applied Quantitative Analysis, and GLBL 122, Applied Quantitative Analysis II, at Yale College do not need to submit the core-course exemption form or enroll in a higher-level statistics course. Instead, students may enroll in an approved M.P.P. program elective in lieu of GLBL 5020. No other Yale College course may be used to satisfy the GLBL 5020 core requirement. The exempt core course, GLBL 5020, will be listed on student’s transcript with a final grade of CRW after the term has ended. A course with a final grade of CRW does

not count toward the 16 credit M.P.P. degree requirement. Any course taken in lieu of GLBL 5020 must be graded and may not be converted to a grade mode of SAT/UNSAT.

EXEMPTION FROM FUNDAMENTALS OF ECONOMICS

First-year students will be required to take GLBL 5005, Fundamentals of Economics for Global Affairs, in the fall, prior to enrolling in GLBL 5010, Economics for Global Affairs, in the spring. However, students have the option to request a course exemption directly from the course instructor. The request for a course exemption indicates that a student is capable of excelling in all assessments in the selected course. Mastery of course content can be demonstrated by (1) excelling in MGT 404, Basics of Economics, or MGT 425, The Global Macroeconomy, offered by the School of Management, or (2) sitting for and successfully passing a diagnostic economics exam facilitated by the course instructor prior to matriculating at the Jackson School of Global Affairs.

GRADES

H	Honors
HP	High Pass
P	Pass
F	Fail
TI	Temporary Incomplete
I	Incomplete
YR	Year-long Course ¹
SAT/UNSAT	Satisfactory/Unsatisfactory
AUD	Audit
CRW	Credit Waiver

¹ A mark of YR is assigned as a temporary grade for the first term of a full-year course and will be converted to a standard grade once both terms are completed.

The Jackson School does not calculate grade-point averages nor does it assign numerical or letter equivalents to Graduate School grades. Grades assigned according to grading scales other than those described above will be returned to the instructor for conversion.

The academic calendar indicates the dates on which grades are due for the current year. Instructors have the responsibility for assigning dates for submitting course work in order to meet grade deadlines. If a student and instructor have agreed that an extension is appropriate, the student must submit to the Jackson Registrar's Office a request for the Temporary Incomplete (TI) with the intended completion date, signed by the instructor and the assistant dean for graduate education. Only one TI in a term is permitted. Temporary Incompletes received in an academic year must be converted to final grades normally before the start of the following academic year. If a grade is not received by the registrar by this date, the TI will be converted to an Incomplete (I) or a Fail (F) on the student's record, as selected by the instructor on the TI form.

In certain extraordinary circumstances, such as serious illness or a family emergency, and on the recommendation of the assistant dean for graduate education, a student

may be granted an additional extension. A written request for such an extension must be made by the assistant dean for student affairs on the student's behalf within two weeks of the grade submission deadline. The request should indicate the special circumstances and suggest a date by which the student will complete the work. If the request is approved, the assistant dean for graduate education will inform the student and instructor. If the grade is submitted to the registrar by the new deadline approved by the assistant dean for graduate education, it will replace the TI. If a grade is not received by the registrar by this date, the Temporary Incomplete (TI) will be converted to an Incomplete (I) or a Fail (F) on the student's record, as selected by the instructor on the TI form.

"Provisional" or "temporary" grades (as opposed to Incompletes) are not permitted. Once submitted to the Registrar's Office, a grade may be changed only in cases of arithmetical or clerical error on the part of the instructor. If the registrar has not received a given grade from an instructor within two weeks of the stated deadline for the submission of grades, the student will be assigned a grade of Incomplete for that course.

Satisfactory/Unsatisfactory Grade Policy

Students pursuing an M.P.P. or an M.A.S. may elect to have a one-credit course or two 0.5-credit courses be graded on SAT/UNSAT basis and to count toward their degree requirement. Students may elect to use courses currently offered as SAT/UNSAT to count toward their degree requirement, or they may submit a request to convert a graded course to a SAT/UNSAT course. The form to convert a graded course to SAT/UNSAT can be found on the School website and must be submitted to the registrar on or before the last day of classes. Students should consult the academic calendar and submit the form as early as possible. Late requests will not be processed.

TUTORIAL SUPPORT

Students experiencing academic difficulty should seek prompt assistance. Students should first discuss the problem with the course instructor, who can suggest that a student's academic difficulties be addressed by a course's teaching assistant (TF). If, after working with the TF, the student continues to experience difficulty in any of the core or primary Jackson courses, the course instructor can recommend that specific tutorial assistance be provided to the student. The instructor should contact the assistant dean for graduate education to arrange tutorial assistance. The assistant dean for graduate education has access to each advisee's transcript both as an early warning of academic difficulty and as an aid to planning course load and selection. A list of primary Jackson School of Global Affairs courses may be requested directly from the Office of Academic Services and Registrar at jackson.registrar@yale.edu.

THE COMMITTEE ON ACADEMIC PROGRESS

The Committee on Academic Progress reviews the academic performance of students to determine suitability for continued advancement in the curriculum and for graduation. This review includes decisions about graduation, leaves of absence, special study, remediation, academic probation, breach, suspension, and dismissal.

The Academic Progress Committee is a standing committee appointed by the dean and chaired by the deputy dean. Additional members include the assistant dean for graduate

education, the assistant dean for student affairs, and the director of academic services and school registrar.

ACADEMIC STANDARDS

Students in the M.P.P. program must pass all core requirements. Any student who fails a required course must retake it and pass it. All M.P.P. and M.A.S. students are required to achieve at least two grades of Honors (H) in graduate courses while maintaining an overall grade average of High Pass (HP).

M.P.P. students are expected to have completed 8 course credits at the end of their first year, with at least one grade of Honors (H) and an average of High Pass (HP). This is required to make satisfactory progress toward the degree and remain in “good academic standing.”

M.A.S. students are expected to have completed 8 course credits at the end of their first year, with two grades of Honors (H) and an average of High Pass (HP) to graduate.

The Committee on Academic Progress will review the academic performance of a student whose record in any term shows significant decline or if there is a reason for concern about the overall quality of a student’s work.

Academic Probation

The Committee on Academic Progress will place students whose academic work is unsatisfactory on academic probation. The committee will consider the personal situation of the student, but a failing grade in any course will normally result in academic probation. Students who receive failing grades in two or more courses during a term, or who receive a second failing grade after being placed on academic probation, will be withdrawn from the M.P.P. program and will be required to reapply to the program if they wish to be considered for readmission. Academic dismissal will be recorded on the student’s transcript.

Satisfactory Academic Progress and Program Completion

Federal regulations require institutions to monitor each student’s progress toward earning a degree within the maximum time frame permitted for the student’s degree or course of study. Failure to maintain Satisfactory Academic Progress (SAP) jeopardizes a student’s eligibility to receive University or federal financial aid.

All required course work for the M.P.P. program must be completed within five years of the date of matriculation. If the degree program has not been completed within five years, the student may request an extension from the Committee on Academic Progress. Extensions will be granted only in rare circumstances, and only for a period of one year for the two-year regular M.P.P. program, and only for a period of one term for the one-year M.A.S. program.

In addition, if a student withdraws from courses, resulting in the pursuit of fewer than 4 credits in a single term, the student’s total estimated costs and eligibility for financial aid will be recalculated.

Other Changes and Appeals in Educational Program

Other significant changes in a student's educational program should be discussed with the student's faculty adviser and requested in writing from the Committee on Academic Progress. Appeals resulting from decisions made by the Committee on Academic Progress must be addressed to the dean of the Jackson School of Global Affairs, with the description of the basis for appeal. Appeals are heard by the Board of Permanent Officers, whose decision is final.

Academic Integrity Standards

The Yale Jackson School of Global Affairs is an academic community dedicated to the advancement of learning. Its members freely associate themselves with the University and in doing so affirm their commitment to a philosophy of tolerance and respect for all members of the community. They pledge to help sustain the intellectual integrity of the University and to uphold its standards of honesty, free expression, and inquiry. They are expected to abide by the regulations of the School and University, including these Jackson School Personal Conduct and Academic Integrity Standards. They are also expected to obey local, state, and federal laws, and violations of these may be cause for discipline by the Jackson School.

The Jackson School prohibits academic dishonesty, a term that encompasses making any claim within or about your research or scholarship that is untrue. The following are some forms of academic dishonesty:

1. Plagiarism, that is, the failure to acknowledge ideas, research, or language taken from others, whether intentional or unintentional. The Jackson School requires citations whenever students either directly quote or indirectly draw upon and benefit from the work or scholarship of others. This requirement applies equally to all academic work by students, including a paper or an examination for a course, a presentation in class or at a conference, a prospectus or dissertation, or a manuscript for publication.
2. The unauthorized collaboration with others on graded course work (including problem sets, lab reports, take-home examination questions, and papers) without expressed permission from the instructor.
3. Cheating on examinations, problem sets, or any other form of assessment.
4. The falsification, fabrication, or misuse of data.
5. Submitting work from one course for a grade or credit in another, without first obtaining expressed written permission from both course instructors.

COURSE LISTINGS

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 background/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 GBL 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 Simon

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 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 after 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 public policy. The course aims to give the students a comprehensive and intelligent appreciation of the role and responsibilities of central banks, the challenges and dilemmas they confront and the institutional environment in which they operate. Because of the growing importance of emerging markets in the global economy, there will be a special emphasis on understanding central banking issues from their perspective. Drawing from international experience of the last two decades, the course will prioritize practice over theory and breadth over depth. 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, Macropprudential Policy I Sigridur Benediktssdottir, Margaret McConnell, and Greg Feldberg

This two-term course (with GBL 6581) focuses on current macropprudential theory and the application and experience of macropprudential policy. The course focuses on the motivation for monitoring systemic risk and what indicators may be best to evaluate systemic risk. Macropprudential 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 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.* 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 David Simon
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.

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 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 reimagining 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 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

Summer

SUMMER 2023

GLBL 7000c, Global Affairs Summer Experience Staff

Students complete an internship or research project that is policy related and relevant to the global affairs M.P.P. degree. Jackson M.P.P. students are required to complete an eight week, preferably ten–twelve weeks, internship during the summer between their first and second year to pursue a professional experience that aligns with their academic and professional goals. Joint-degree students must complete this requirement after their first year at the Jackson School. The experience must be at least thirty-five hours per week.

CENTERS, RESEARCH, AND PROGRAMS

The International Leadership Center (ILC)

The International Leadership Center (ILC) develops and supports innovative, effective, and adaptive leaders to address the most acute and complex challenges facing the world. It provides exceptional rising leaders from government, the private sector, and civil society with opportunities to deepen and broaden their knowledge, skills, and networks and to access world-leading research, scholars, and practitioners.

The ILC helps leaders make sense of our world and supports them to make positive changes through sharing experience, creating a space for exploring and learning, and the development of networks.

This unique center – established in the twenty-first year of the twenty-first century – promotes inclusive and international collaboration and is dedicated to harnessing its network for the local and global good.

FELLOWSHIPS WITHIN THE ILC

Emerging Climate Leaders Fellowship

The Yale Emerging Climate Leaders Fellowship offers an opportunity for sixteen young climate and clean energy practitioners from across the Global South to broaden their technical skills, deepen their professional networks, and exchange views with top global clean energy and climate change leaders. This new eight-month, three-part initiative is based in Yale's International Leadership Center, with partnerships throughout the University. For more information about this fellowship, please visit <https://jackson.yale.edu/international-leadership-center/climate>.

Maurice R. Greenberg World Fellows Program

The Maurice R. Greenberg World Fellows Program selects international leaders from different places, backgrounds, and disciplines and who are committed to making the world a better place to spend a term in residence together at Yale to grow intellectually, share knowledge, strengthen skills, and expand networks.

Petraeus-Recanati-Kaplan (PRK) Fellowship

The PRK Fellowship enables experienced, carefully selected military special operators to gain a deeper understanding of global affairs; to engage intellectually with different perspectives; to develop relationships with future leaders across the diplomatic, development, defense, and civil society communities; and to expand international networks in order to deliver more comprehensive responses to global challenges. The Fellows study for a one-year Master of Advanced Study in Global Affairs at the Jackson School of Global Affairs.

International Security Studies (ISS)

International Security Studies is dedicated to the study of international history, grand strategy, and global security. Through its convening power and unique interdisciplinary approach, ISS brings together faculty from across the University who work on issues of international security, especially at the nexus of history and political science. ISS supports faculty and student research; awards pre- and post-doctoral fellowships to visiting scholars; and organizes a wide range of conferences, workshops, and other symposia, enriching the Yale community. Founded in 1988, ISS became a part of the Jackson Institute for Global Affairs in October 2021.

PROGRAMS WITHIN ISS

The Johnson Center for the Study of American Diplomacy

The Johnson Center for the Study of American Diplomacy was established in 2011, shortly after Dr. Henry A. Kissinger donated his papers to Yale University. The Johnson Center encourages research and teaching on United States foreign policy by drawing on the Kissinger papers as well as other important Yale library collections in this field. The Johnson Center brings prominent statesmen to campus as Kissinger Senior Fellows and hosts Kissinger Visiting Scholars who are researching and writing about the history of American diplomacy. The Center hosts an annual conference and other events that convene practitioners and scholars from around the world to discuss contemporary issues in international affairs.

THE SCHMIDT PROGRAM ON ARTIFICIAL INTELLIGENCE (AI), EMERGING TECHNOLOGIES, AND NATIONAL POWER

The Schmidt Program on Artificial Intelligence, Emerging Technologies, and National Power fosters research and teaching that spans the disciplines of computer science, data science, economics, engineering, history, international relations, law, philosophy, physics, and political science.

The program examines how artificial intelligence has the potential to alter the fundamental building blocks of world order. It is a hub for scholars and practitioners working across disciplines on the technological and strategic transformations that are reshaping our world.

THE MARITIME AND NAVAL STUDIES PROJECT

The ISS Maritime and Naval Studies Project convenes leading academics and practitioners to analyze lessons from naval history and the precarious state of maritime affairs today.

THE AMERICA, CHINA, AND EURASIA PROJECT

This ISS project combines the study of history with current policy analysis to further understand Russian goals vis-à-vis Eurasia, as well as Chinese intentions with regards to the Indo-Pacific region.

BRADY-JOHNSON PROGRAM IN GRAND STRATEGY AND INTERNATIONAL SECURITY STUDIES

International Security Studies first launched the Grand Strategy Program in 2000, founded by Professors John Lewis Gaddis and Paul Kennedy, along with the late

Diplomat-in-Residence Charles Hill. The program was most recently led by Professor Beverly Gage, and now Michael Brenes serves as the Interim Director.

Michael Brenes is supported by an advisory board of faculty from across Yale, chaired by the ISS Director, Professor Arne Westad. The current GS student cohort consists of twenty-three students, mostly undergraduates with majors ranging from history and economics to philosophy and biology. They study a varied curriculum, emphasizing classic texts in strategy as well as large-scale, long-term strategic challenges of statecraft, politics, and social change.

ISS FELLOWSHIPS

- Predoctoral Fellowships
- Brady-Johnson Predoctoral Fellowships
- Henry A. Kissinger Predoctoral Fellowships
- Postdoctoral Fellowships
- The Henry Chauncey '57 Postdoctoral Fellowships
- Henry A. Kissinger Visiting Scholars Program
- The Kenneth R. Miller, Jr. Fellowship
- ISS Marine Corps Fellowship

The Kerry Initiative

The Kerry Initiative is an interdisciplinary program that focuses on pressing global challenges through teaching, research, practicums, conferences, and international dialogue. It was founded in 2017 by former Secretary of State and now President Biden's Presidential Climate Envoy John Kerry '66. Through the Kerry Fellows Program, Yale undergraduate, graduate, and professional students collaborate with U.S. policymakers on leading-edge research and high-profile publications for a global audience.

Leitner Program on Effective Democratic Governance

The Leitner Program on Effective Democratic Governance looks into what aspects of democracy (or autocracy), law, and social arrangements affect economic growth and other indicators of economic performance and by what mechanisms. The project also aims to understand the dynamics behind better and worse forms of democratic institutions from the standpoint of long-term growth and prosperity, and the demographic, technological, and political forces that push governments towards good and bad forms.

TUITION, EXPENSES, AND FINANCIAL AID

Tuition Fees

It is anticipated that tuition will be increased in subsequent years.

Full-time study, per academic year	\$58,400
Full-time study, per term	\$29,200
Student Activity Fee, per term	\$100
Continuous Registration Fee (CRF), per term ¹	\$770
Yale Health Hospitalization/Specialty Coverage, twelve months ²	\$2,894

¹ It is anticipated that the Continuous Registration Fee will be increased in subsequent years.

² Hospitalization fees are for single students who are degree candidates. Rates are higher for students needing dependent coverage. Hospitalization/Specialty Coverage includes prescription coverage and is required by the University. Students with alternate hospitalization insurance may waive Yale Health coverage.

Tuition Rebate and Financial Aid Refund Policy

Based on the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the rebate and refund of tuition are subject to the following policy.

1. For purposes of determining the refund of Title IV funds, any student who withdraws from the Jackson School of Global Affairs for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2023–2024, the last days for refunding Title IV funds will be November 6, 2023, in the fall term and April 1, 2024, in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term: September 9, 2023, in the fall term and January 26, 2024, in the spring term.
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term: September 24, 2023, in the fall term and February 10, 2024, in the spring term.

- c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm: October 27, 2023, in the fall term and March 8, 2024, in the spring term.
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.
 4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
 5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive instructions on completing this process from Yale Student Financial Services.

Student Accounts and Billing

Student accounts, billing, and related services are administered through the Office of Student Accounts, located at 246 Church Street. The office's website is <https://student-accounts.yale.edu>.

The Student Account is a record of all the direct charges for a student's Yale education such as tuition, room, board, fees, and other academically related items assessed by offices throughout the University. It is also a record of all payments, financial aid, and other credits applied toward these charges.

Students and student-designated proxies can view all activity posted to their Student Account in real time through the University's online billing and payment system, YalePay (<https://student-accounts.yale.edu/yalepay>). At the beginning of each month, email reminders to log in to YalePay to review the Student Account activity are sent to all students at their official Yale email address and to all student-designated YalePay proxies. Payment is due by 4 p.m. Eastern Time on the last day of the month.

Yale does not mail paper bills or generate monthly statements. Students and their authorized proxies can generate their own account statements in YalePay in pdf form to print or save. The statements can be generated by term or for a date range and can be submitted to employers, 401K plans, 529/College Savings Plans, scholarship agencies, or other organizations for documentation of the charges.

Students can grant others proxy access to YalePay to view student account activity, set up payment plans, and make online payments. For more information, see [Proxy Access and Authorization \(https://student-accounts.yale.edu/understanding-your-bill/your-student-account\)](https://student-accounts.yale.edu/understanding-your-bill/your-student-account).

The Office of Student Accounts will impose late fees of \$125 per month (up to a total of \$375 per term) if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. Students who have not paid their student account term charges by the due date will also be placed on Financial Hold. The hold will remain until the term charges have been paid in

full. While on Financial Hold, the University will not fulfill requests for transcripts or provide diplomas and reserves the right to withhold registration or withdraw the student for financial reasons.

PAYMENT OPTIONS

There are a variety of options offered for making payments toward a student's Student Account. Please note:

- All bills must be paid in U.S. currency.
- Yale does not accept credit or debit cards for Student Account payments.
- Payments made to a Student Account in excess of the balance due (net of pending financial aid credits) are not allowed on the Student Account. Yale reserves the right to return any overpayments.

Online Payments through YalePay

Yale's recommended method of payment is online through YalePay (<https://student-accounts.yale.edu/yalepay>). Online payments are easy and convenient and can be made by anyone with a U.S. checking or savings account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments are immediately posted to the Student Account, which allows students to make payments at any time up to 4 p.m. Eastern Time on the due date of the bill, from any location, and avoid late fees.

For those who choose to pay by check, a remittance advice and mailing instructions are available on YalePay. Checks should be made payable to Yale University, in U.S. dollars, and drawn on a U.S. bank. To avoid late fees, please allow for adequate mailing time to ensure that payment is received by 4 p.m. Eastern Time on the due date.

Cash and check payments are also accepted at the Office of Student Accounts, located at 246 Church Street and open Monday through Friday from 8:30 a.m. to 4:30 p.m.

Yale University partners with Flywire, a leading provider of international payment solutions, to provide a fast and secure way to make international payments to a Student Account within YalePay. Students and authorized proxies can initiate international payments from the Make Payment tab in YalePay by selecting "International Payment via Flywire" as the payment method, and then selecting the country from which payment will be made to see available payment methods. International payment via Flywire allows students and authorized proxies to save on bank fees and exchange rates, track the payment online from start to finish, and have access to 24/7 multilingual customer support. For more information on making international payments via Flywire, see International Payments Made Easy at <https://student-accounts.yale.edu/yalepay>.

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, for every returned ACH payment due to insufficient funds made through YalePay, Flywire will charge a penalty fee of \$30 per occurrence. Furthermore, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, late fees of \$125 per month will be charged for the period the bill was unpaid, as noted above.

2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale Payment Plan

A Yale Payment Plan provides parents and students with the option to pay education expenses monthly. It is designed to relieve the pressure of lump-sum payments by allowing families to spread payments over a period of months without incurring any interest charges. Participation is optional and elected on a term basis. The cost to sign up is \$50 per term.

Depending on the date of enrollment, students may be eligible for up to five installments for the fall and spring terms. Payment Plan installments will be automatically deducted on the 5th of each month from the bank account specified when enrolling in the plan. For enrollment deadlines and additional details concerning the Yale Payment Plan, see <https://student-accounts.yale.edu/ypp>.

Bill Payment and Pending Military Benefits

Yale will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other facilities, or the requirement that a student borrow additional funds, on any student because of the student's inability to meet their financial obligations to the institution, when the delay is due to the delayed disbursement of funding from VA under chapter 31 or 33.

Yale will permit a student to attend or participate in their course of education during the period beginning on the date on which the student provides to Yale a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates: (1) the date on which payment from VA is made to Yale; (2) ninety days after the date Yale certifies tuition and fees following the receipt of the certificate of eligibility.

Federal Veterans Education Benefits

The M.P.P. & M.A.S. programs are approved for Federal Veterans Education benefits under the GI Bill®. To check your eligibility for benefits, visit the website <https://benefits.va.gov/gibill>. Additional information about military benefits is available on the Yale website at <http://finaid.yale.edu/costs-affordability/types-aid/military-benefits-and-financial-aid>. GI Bill® is registered trademark of the U.S. Department of Veterans Affairs (VA). Contact the Office of Academic Services and Registrar at jackson.registrar@yale.edu for more information.

Donor-Funded and Named Scholarships

Scholarship recipients are automatically considered for all merit-based named scholarships. The named scholarships listed below are not in addition to any generic scholarship a student receives in the financial aid award notification but may be matched to a scholarship recipient once the student matriculates.

The School is delighted to recognize the generosity of the donors who have helped make the following scholarships possible:

Amanda and Justin Chang '89 Jackson Graduate Fellow Fund
Anne Prause Blue Fellowship
Daniel P. and Ruth S. Tomasko Fellowship
David and Karen Sobotka Fellowship Fund
Diana Luv Chen Fellowship Fund
Donald Legarde and Marion McNulty Jackson Memorial Graduate Fellowship Fund
Edward Huang '97 Fellowship Fund
Evren Bilimer '00 Global Fellowship Fund
Gager Family Fellowship
Goolsbee Family Scholarship Fund
Hahn Fellowship Fund
Henry R. Luce Fellowships
Horgen Family Fellowship Fund
Hugo De Neufville Fellowship Fund
Joan B. Brady Fellowship Fund
Judge Jean Fox Fellowship Fund
Kaplan, Petraeus Recanati Fellows Program
Kwok Family Fellowship
M. Albin '66 and Nancy T. Jubitz Scholarship Fund
Malcolm and Marion Cromarty Fellowship Fund
Margaret Claire Ryan Fellowship Fund
Michael Scott '84 Scholarship Fund
Neal Blue Fellowship Fund
Nelson Cunningham '80 Fellowship Fund
Nevo-Hacohen Fellowship
Okvuran '94 Fellowship Fund
Peel Fellowship Fund
Peter T. Scardino '67 Fellowship Fund
Pierre Keller Fellowship Fund
Raina Family Fellowship Fund
Robert "Biff" McKellip Jr. '67 Memorial Scholarship
Shavel Family Endowment for the Jackson School
Shushek Harutunian Global Affairs Fellowship Fund
Starlight Fellowship Fund
Sunrise Fund at the Jackson Institute
Ullmo Family Fellowship Fund
Wisdom Fellowship Fund

ADMINISTRATIVE POLICIES

Interruption or Temporary Suspension of University Services or Programs

Certain events that are beyond the University's control may cause or require the interruption or temporary suspension of some or all services and programs customarily furnished by the University. These events include, but are not limited to, epidemics or other public health emergencies; storms, floods, earthquakes, or other natural disasters; war, terrorism, rioting, or other acts of violence; loss of power, water, or other utility services; and strikes, work stoppages, or job actions. In the face of such events, the University may, at its sole discretion, provide substitute services and programs, suspend services and programs, or issue appropriate refunds. Such decisions shall be made at the sole discretion of the University.

Personal Conduct Standards

The Jackson School specifically prohibits the following forms of behavior by graduate students:

ASSAULT, COERCION, HARASSMENT

Physical restriction, assault, or any other act of violence or use of physical force against any member of the community, or any act that threatens the use of violence or physical force.

VIOLATION OF YALE UNIVERSITY RULES/FUNCTIONS

- Disruption of a legitimate function or activity of the University community, including disruption of classes and meetings, blocking entrances and exits to University buildings, unauthorized occupation of any space on the Yale campus, or preventing the free expression or dissemination of ideas.
- Refusal to comply with the direction of University Police Officers or other University officials, including members of faculty, acting in the performance of their duties.
- Misuse, alteration, or fabrication of University credentials or documents, such as an identification card, academic transcript, including grade list submitted by teaching fellows.
- Misrepresentation in applying for admission or financial aid.
- Misrepresentation or lying during a formal or informal inquiry by School or University officials. If the Jackson School Regulations and Disciplinary Review Committee has found that the student purposefully misled the committee during its deliberations, the committee may consider that factor as grounds for imposing a more severe penalty.
- Recording course lectures without explicit permission of the instructor, or selling or distributing for commercial purposes notes, transcriptions, or outlines of class lectures, or any course materials, in any course of instruction.

- Violation of University rules for using information technology services and facilities, including computers, the University network, software systems, and electronic mail.
- Unauthorized use of University services, equipment, or facilities, such as telephones and photocopying equipment, or letterhead.
- Misuse of the materials or facilities of the University libraries.
- Theft or misuse of funds, or willful damage to University property.
- Interference with the proper operation of safety or security devices, including fire alarms, electronic gates, or sprinkler systems.
- Use of tobacco products on any location on campus, including outdoor spaces. Yale is a tobacco-free institution.
- Violation of University policies for the safeguarding of children and youth on campus whereby minors are put at risk due to action or inaction.
- Presence in University buildings or on University property at times or places where such presence is prohibited, as, for example, when a building, facility, or room is locked and permission to enter has not been given.
- Possession or use of explosives or weapons on University property.
- Unlawful manufacture, possession, use, or distribution of drugs or alcohol, including serving underage minors, on University property or as part of any University activity. Yale is a drug-free campus.

Disciplinary Policies and Procedures

EMERGENCY SUSPENSION

The dean of the Jackson School of Global Affairs, or a delegate of the dean, may place a student on an emergency suspension from residence or academic status when (1) the student has been arrested for or charged with serious criminal behavior by law enforcement authorities; or (2) the student allegedly violated a disciplinary rule of the Jackson School of Global Affairs and the student's presence on campus poses a significant risk to the safety or security of members of the community.

Following an individualized risk and safety analysis, the student will be notified in writing of the emergency suspension. A student who is notified of an emergency suspension will have twenty-four hours to respond to the notice. The emergency suspension will not be imposed prior to an opportunity for the student to respond unless circumstances warrant immediate action for the safety and security of members of the community. In such cases, the student will have an opportunity to respond after the emergency suspension has been imposed.

When a student in the Jackson School of Global Affairs is placed on an emergency suspension, the matter will be referred for disciplinary action in accordance with school policy. Such a suspension may remain in effect until disciplinary action has been taken with regard to the student; however, it may be lifted earlier by action of the dean or dean's delegate, or by the disciplinary committee after a preliminary review.

PENALTIES

Jackson School Regulations and Disciplinary Review Committee considers instances of academic infractions and other serious violations by Jackson graduate students

against the School and University communities. Alleged violations of any of the above Personal Conduct and Academic Integrity Standards will be referred to Jackson School Regulations and Disciplinary Review Committee. Procedures of the Committee may be obtained on the Jackson School website: <https://jackson.yale.edu>.

A separate process and procedures apply to reports pertaining to sexual misconduct and violations of the Teacher-Student Consensual Relations Policy (please see Resources on Sexual Misconduct in the chapter Yale University Resources and Services). Another policy also applies to reports pertaining to discrimination and/or harassment, as defined on the Yale University website (<https://student-dhr.yale.edu/policies-definitions>). In some cases, conduct reported as discrimination and harassment may violate the Personal Conduct Standards, and students may be referred to the Jackson School Regulations and Disciplinary Review Committee. Students found responsible for violating the Personal Conduct and Academic Integrity Standards may be subject to penalties, including, but not limited to, one or more of the following:

- Reprimand
- Probation
- Suspension
- Dismissal
- Fines
- Restitution
- Restriction

A student who has petitioned for a degree will not receive the degree while charges are pending or while serving a suspension. A student dismissed for academic misconduct will not receive a degree from the Jackson School regardless of requirements fulfilled before the infraction occurred. The Jackson School reserves the right to impose fines as appropriate, in addition to requiring payment for costs resulting from or associated with the offenses. In addition to imposing these penalties for offenses subject to disciplinary action, the University may refer students for prosecution, and students found guilty of unlawful possession, use, or distribution of illicit drugs or alcohol on University property or as part of any University activity may be required to complete an appropriate rehabilitation program.

Complaints

Complaints of discrimination and harassment (<https://student-dhr.yale.edu/policies-definitions>) should be brought to either the discrimination and harassment resource coordinators (<https://student-dhr.yale.edu/deans-designees>) or the Office of Institutional Equity and Access (<https://oiea.yale.edu>) for support, investigation, and resolution (<https://student-dhr.yale.edu/complaint-resolution>).

Freedom of Expression

The Yale Jackson School is committed to the protection of free inquiry and expression in the classroom and throughout the School community. In this, the School reflects the University's commitment to and policy on freedom of expression as stated in the

Woodward Report (Report of the Committee on Freedom of Expression at Yale, 1974) in part:

The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. The history of intellectual growth and discovery clearly demonstrates the need for unfettered freedom, the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.

We take a chance, as the First Amendment takes a chance, when we commit ourselves to the idea that the results of free expression are to the general benefit in the long run, however unpleasant they may appear at the time. The validity of such a belief cannot be demonstrated conclusively. It is a belief of recent historical development, even within universities, one embodied in American constitutional doctrine but not widely shared outside the academic world, and denied in theory and in practice by much of the world most of the time.

Because few other institutions in our society have the same central function, few assign such high priority to freedom of expression. Few are expected to. Because no other kind of institution combines the discovery and dissemination of basic knowledge with teaching, none confronts quite the same problems as a university.

For if a university is a place for knowledge, it is also a special kind of small society. Yet it is not primarily a fellowship, a club, a circle of friends, a replica of the civil society outside it. Without sacrificing its central purpose, it cannot make its primary and dominant value the fostering of friendship, solidarity, harmony, civility, or mutual respect. To be sure, these are important values; other institutions may properly assign them the highest, and not merely a subordinate, priority; and a good university will seek and may in some significant measure attain these ends. But it will never let these values, important as they are, override its central purpose. We value freedom of expression precisely because it provides a forum for the new, the provocative, the disturbing, and the unorthodox. Free speech is a barrier to the tyranny of authoritarian or even majority opinion as to the rightness or wrongness of particular doctrines or thoughts.

If the priority assigned to free expression by the nature of a university is to be maintained in practice, clearly the responsibility for maintaining that priority rests with its members. By voluntarily taking up membership in a university and thereby asserting a claim to its rights and privileges, members also acknowledge the existence of certain obligations upon themselves and their fellows. Above all, every member of the university has an obligation to permit free expression in the university. No member has a right to prevent such expression. Every official of the university, moreover, has a special obligation to foster free expression and to ensure that it is not obstructed.

The strength of these obligations, and the willingness to respect and comply with them, probably depend less on the expectation of punishment for violation than they do on the presence of a widely shared belief in the primacy of free expression. Nonetheless, we believe that the positive obligation to protect and respect free expression shared by all members of the university should be enforced by appropriate formal sanctions, because obstruction of such expression threatens the central function of the university. We further believe that such sanctions should be made explicit, so that potential violators will be aware of the consequences of their intended acts.

In addition to the university's primary obligation to protect free expression there are also ethical responsibilities assumed by each member of the university community, along with the right to enjoy free expression. Though these are much more difficult to state clearly, they are of great importance. If freedom of expression is to serve its purpose and thus the purpose of the university, it should seek to enhance understanding. Shock, hurt, and anger are not consequences to be weighed lightly. No member of the community with a decent respect for others should use, or encourage others to use, slurs and epithets intended to discredit another's race, ethnic group, religion, or sex. It may sometimes be necessary in a university for civility and mutual respect to be superseded by the need to guarantee free expression. The values superseded are nevertheless important, and every member of the university community should consider them in exercising the fundamental right to free expression.

We have considered the opposing argument that behavior which violates these social and ethical considerations should be made subject to formal sanctions, and the argument that such behavior entitles others to prevent speech they might regard as offensive. Our conviction that the central purpose of the university is to foster the free access of knowledge compels us to reject both of these arguments. They assert a right to prevent free expression. They rest upon the assumption that speech can be suppressed by anyone who deems it false or offensive. They deny what Justice Holmes termed "freedom for the thought that we hate." They make the majority, or any willful minority, the arbiters of truth for all. If expression may be prevented, censored, or punished, because of its content or because of the motives attributed to those who promote it, then it is no longer free. It will be subordinated to other values that we believe to be of lower priority in a university.

The conclusions we draw, then, are these: even when some members of the university community fail to meet their social and ethical responsibilities, the paramount obligation of the university is to protect their right to free expression. This obligation can and should be enforced by appropriate formal sanctions.

If the university's overriding commitment to free expression is to be sustained, secondary social and ethical responsibilities must be left to the informal processes of suasion, example, and argument.

For the full report, see <https://studentlife.yale.edu/guidance-regarding-free-expression-and-peaceable-assembly-students-yale>.

Firearms and Weapons

No illegal weapons, toxic substances, or illegal substances are allowed on Jackson School property or at school events.

Leaves of Absence

Students are expected to complete the M.P.P. program in two consecutive academic years and the M.A.S. program in one academic year. Students who wish or need to interrupt their study temporarily may request a leave of absence. There are three types of leave—personal, medical, and parental—all of which are described below. Request for a leave of absence for the purpose of employment (e.g., to continue a summer internship full-time during the following year) is discouraged.

All leaves of absence must be approved by the assistant dean for graduate education in consultation with the assistant dean for student affairs. Students who wish to take a leave of absence must petition in writing no later than the last day of classes in the term in question. Medical leaves also require the recommendation of a physician, as detailed below.

The normal duration of a leave of absence is either one term or one year; with the approval of the assistant dean for graduate education, extension of a leave may be approved for one additional term or year. A student who has been on leave for a total of four terms or two years must return to resume their degree program in the subsequent term or be dismissed from that program. Students who are dismissed from a degree program for failure to return after exhausting the maximum leave time must reapply to that program should they wish to return to complete their degree at a later date.

International students who apply for a leave of absence must consult with OISS concerning their visa status.

Students on leave of absence are not eligible for financial aid, including loans. Students who have received loans or other financial aid must notify the financial aid office about the leave of absence, as loans are only available to enrolled students. They should also consult the University Student Loan Office (246 Church Street) so that they have a full understanding of the grace period and repayment provisions for federal loans. In most cases, students must begin repaying loans during a leave of absence. Upon re-enrolling, students will be eligible to defer loan repayment until they graduate or leave school.

Students on leave of absence are not eligible for the use of any University facilities normally available to enrolled students.

Students on leave of absence may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous coverage from Yale Health, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date the registrar was informed of the leave. Coverage is not automatic; enrollment forms are available from the Member Services department of Yale Health, 203.432.0246.

Students on leave of absence do not have to file a formal application for readmission, except under the conditions stated above. However, they must notify the Jackson

School registrar in writing of their intention to return. Such notification should be given at least six weeks prior to the end of the approved leave.

Students who fail to register for the term following the end of the approved leave will be considered to have withdrawn from the program thus it is essential that students complete the required LOA/Withdrawal form to ensure their change of status has been formally processed.

PERSONAL LEAVE OF ABSENCE

A student who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing leaves of absence are described above. A student who is current with degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the student must request a leave by submitting an online form, available on the Jackson School website, before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave and the address where the student can be reached during the period of the leave. If the assistant dean for graduate education and assistant dean for student affairs find the student to be eligible, the leave will be granted. In any case, the student will be informed in writing of the action taken. Students who do not apply for a leave of absence, or who apply for a leave but are not granted one, and who do not register for any term, will be considered to have withdrawn from the program.

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the assistant dean for graduate education and assistant dean for student affairs and on the written recommendation of a physician on the staff of Yale Health. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward degree requirements is eligible for a medical leave any time after matriculation. Forms for requesting a medical leave of absence are available on the Jackson School of Global Affairs website. Final decisions concerning requests for medical leaves will be communicated to students in writing.

The Jackson School of Global Affairs reserves the right to place a student on a mandatory medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of the School determines that, because of a medical condition, the student is a danger to self or others, the student has seriously disrupted others in the student's residential or academic communities, or the student has refused to cooperate with efforts deemed necessary by Yale Health and the dean to make such determinations. Each case will be assessed individually based on all relevant factors, including, but not limited to, the level of risk presented and the availability of reasonable modifications. Reasonable modifications do not include fundamental alterations to the student's academic,

residential, or other relevant communities or programs; in addition, reasonable modifications do not include those that unduly burden University resources.

An appeal of such a leave must be made in writing to the deputy dean of the Jackson School no later than seven days from the effective date of the leave.

An incident that gives rise to voluntary or mandatory leave of absence may also result in subsequent disciplinary action.

Students who are placed on a medical leave during any term will have their tuition adjusted according to the same schedule used for withdrawals (please see Tuition Rebate and Refund Policy in the chapter Tuition and Fees). Before re-registering, a student on medical leave must secure written permission to return from a Yale Health physician.

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

A student who wishes or needs to interrupt study temporarily for reasons of pregnancy or child care may be granted a leave of absence for parental responsibilities. Any student planning to have, adopt, or care for a child is encouraged to meet with the assistant dean for graduate education and assistant dean for student affairs to discuss a leave of absence and other possibilities such as short-term arrangements not requiring a leave. For many students, short-term arrangements rather than a leave of absence are possible. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward degree requirements is eligible for a parental leave of absence any time after matriculation.

Students living in University housing units are encouraged to review their housing contract and the related policies of Yale Housing before applying to the School for a parental leave of absence. Students granted parental leave may continue to reside in University housing to the end of the academic term for which the leave was first granted, but no longer.

Students who wish to suspend their academic responsibilities because of the birth or adoption of a child should meet with the assistant dean for graduate education and assistant dean for student affairs, who will help accommodate the students' program responsibilities when the birth or adoption occurs.

Withdrawal and Readmission

Students who wish to withdraw from their program should confer with the assistant dean for graduate education regarding withdrawal. They will determine the effective date of the withdrawal. The University identification card must be submitted with the approved withdrawal form for withdrawal in good standing to be recorded.

Students who do not register for any fall or spring term, and for whom a leave of absence has not been approved, are considered to have withdrawn from the School. Students who discontinue their program of study during the academic year without submitting an approved withdrawal form and the University identification card will be liable for the tuition charge. Health service policies related to withdrawal and readmission are described under Health Services: Eligibility Changes.

A student who has voluntarily withdrawn from in good standing and who wishes to restart study at a later date must apply for readmission. Neither readmission nor financial aid is guaranteed to students who withdraw.

U.S. Military Leave Readmissions Policy

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from The Jackson School of Global Affairs to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or oral notice of such service to the assistant dean for graduate education. In providing the advance notice the student does not need to indicate an intent to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the Jackson School of Global Affairs to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the administrative director to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the Jackson School of Global Affairs within three years of the end of the U.S. military service of the intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the School of the intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the Jackson School of Global Affairs, the student will resume education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. The Jackson School of Global

Affairs may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume studies with the same academic status at the same point at which the student left or who will not be able to complete the program of study, the Jackson School of Global Affairs will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the School determines that the student remains unprepared or will be unable to complete the program or after the School determines that there are no reasonable efforts it can take, the School may deny the student readmission.

University and School Names and Logos

The Yale University and Jackson School of Global Affairs names, logotypes, and seals (in all formats) are protected by copyright law. Faculty, students, and staff representing the Jackson School must use the School's established graphic standards. Any use of the name or logotype in the title or caption of a publication or organization, any use of the above-mentioned on stationery or business cards, or their use on any item or product to be distributed or sold by an individual or an organization must be approved by the Jackson School Office of Communications and is subject to the requirements and restrictions of the Yale Trademark Licensing Program. For further information contact Jackson's Office of Communications.

Policy on Use of Photos and Videos and Audio Recordings

Photographs may be taken, and video or audiotapes made by Jackson School staff or other authorized members of the Jackson School or University community during Jackson School and Yale University events and activities (including during alumni events). By attending or participating in classes and in other Jackson School and University activities, those in attendance agree to the University's use and distribution of their image and/or voice in photographs, audio, and video capture, or in electronic reproductions of such classes and activities. These images, recordings, or excerpts may be included, for example, in Jackson School and Yale University websites, publications, and online courses, and otherwise used to support the University's mission, subject to University policies and procedures.

YALE UNIVERSITY RESOURCES AND SERVICES

A Global University

Global engagement is core to Yale's mission as one of the world's great universities. Yale aspires to:

- Be the university that best prepares students for global citizenship and leadership
- Be a worldwide research leader on matters of global import
- Be the university with the most effective global networks

Yale's engagement beyond the United States dates from its earliest years. The University remains committed to attracting the best and brightest from around the world by offering generous international financial aid packages, conducting programs that introduce and acclimate international students to Yale, and fostering a vibrant campus community.

Yale's globalization is guided by the vice provost for global strategy, who is responsible for ensuring that Yale's broader global initiatives serve its academic goals and priorities, and for enhancing Yale's international presence as a leader in liberal arts education and as a world-class research institution. The vice provost works closely with academic colleagues in all of the University's schools and provides support and strategic guidance to the many international programs and activities undertaken by Yale faculty, students, and staff.

Teaching and research at Yale benefit from the many collaborations underway with the University's international partners and the global networks forged by Yale across the globe. International activities across all Yale schools include curricular initiatives that enrich classroom experiences from in-depth study of a particular country to broader comparative studies; faculty research and practice on matters of international importance; the development of online courses and expansion of distance learning; and the many fellowships, internships, and opportunities for international collaborative research projects on campus and abroad. Together these efforts serve to enhance Yale's global educational impact and are encompassed in the University's global strategy.

The Office of International Affairs (<https://world.yale.edu/oia>) provides administrative support for the international activities of all schools, departments, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe. OIA also coordinates Yale's program for hosting scholars at risk.

The Office of International Students and Scholars (<https://oiss.yale.edu>) hosts orientation programs and social activities for the University's international community and is a resource for international students and scholars on immigration matters and other aspects of acclimating to life at Yale.

The Yale Alumni Association (<https://alumni.yale.edu>) provides a channel for communication between the alumni and the University and supports alumni organizations and programs around the world.

Additional information may be found on the “Yale and the World” website (<https://world.yale.edu>), including resources for those conducting international activities abroad and links to international initiatives across the University.

Health Services

The Yale Health Center is located on campus at 55 Lock Street. The center is home to Yale Health, a not-for-profit, physician-led health coverage option that offers a wide variety of health care services for students and other members of the Yale community. Services include student health, gynecology, mental health, pediatrics, pharmacy, blood draw, radiology, a seventeen-bed inpatient care unit, and an acute care clinic with extended hours and telephone triage/guidance from a registered nurse twenty-four hours a day. Additional specialty services such as allergy, dermatology, orthopedics, and a travel clinic and more are available with added coverage. Yale Health’s services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at <https://yalehealth.yale.edu/coverage/student-coverage>.

ELIGIBILITY FOR SERVICES

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for Yale Health Basic Student Health Services, which is offered at no charge and includes preventive health and medical services in the departments of Student Health, Gynecology, Student Wellness, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Acute Care.

Students on leave of absence, on extended study and paying less than half tuition, or enrolled per course credit are not eligible for Yale Health Basic Student Health Services but may enroll in Yale Health Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for Yale Health Basic Student Health Services but may enroll in the Yale Health Billed Associates Plan and pay a monthly fee. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for Yale Health Basic Student Health Services may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

HEALTH COVERAGE ENROLLMENT

The University also requires all students eligible for Yale Health Basic Student Health Services to have adequate hospital insurance coverage. Students may choose Yale Health Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver by the University's deadlines noted below.

Yale Health Hospitalization/Specialty Coverage

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at <https://yalehealth.yale.edu/coverage/student-coverage>.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from August 1 through July 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, Yale Health Hospitalization/Specialty Coverage begins on the first day required to be on campus for program orientation. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through July 31.

Waiving Yale Health Hospitalization/Specialty Coverage Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at <https://yhpstudentwaiver.yale.edu> that demonstrates proof of alternate coverage. It is the student's responsibility to report any changes in alternate insurance coverage to the Member Services Department within thirty days. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the waiver Students who waive Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. Yale Health fees will not be prorated.

Yale Health Student Dependent Plans

A student may enroll the student's lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of three student dependent plans: Student + Spouse, Student + Child/Children, or Student Family Plan. These plans include services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the website (<https://>

yalehealth.yale.edu/resources/forms) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

Yale Health Student Affiliate Coverage

Students on leave of absence, on extended study, or enrolled per course per credit; students paying less than half tuition; students enrolled in the EMBA program; students enrolled in the Broad Center M.M.S. program; students enrolled in the PA Online program; and students enrolled in the EMPH program may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization/Specialty Coverage. Applications are available from the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

ELIGIBILITY CHANGES

Withdrawal A student who withdraws from the University during the first fifteen days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Student Health Services (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage for the term(s) of the leave. If the leave occurs on or *before* the first day of classes, Yale Health Hospitalization/Specialty Coverage will end retroactive to the start of the coverage period for the term. If the leave occurs anytime after the first day of classes, Yale Health Hospitalization/Specialty Coverage will end on the day the registrar is notified of the leave. In either case, students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term unless the registrar is notified after the first day of classes, in which case, the coverage must be purchased within thirty days of the date the registrar was notified. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>). Fees will not be prorated or refunded.

Extended study or reduced tuition Students who are granted extended study status or pay less than half tuition are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

Per course per credit Students who are enrolled per course per credit are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of per course per credit enrollment. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/resources/forms>). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by Yale Health, please refer to the *Yale Health Student Handbook*, available from the Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

REQUIRED IMMUNIZATIONS

Proof of vaccination is a pre-entrance requirement determined by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2023. Please access the Incoming Student Vaccination Record form for graduate and professional students at <https://yalehealth.yale.edu/new-graduate-and-professional-student-forms>. Connecticut state regulation requires that this form be completed and signed, for each student, by a physician, nurse practitioner, or physician's assistant. The form must be completed, independent of any and all health insurance elections or coverage chosen. Once the form has been completed, the information must be entered into the Yale Vaccine Portal, and all supporting documents must be uploaded to <http://yale.medicatconnect.com>. The final deadline is August 1.

COVID-19 As per recommendations from the Centers for Disease Control and Prevention, vaccination against COVID-19 is strongly encouraged, but not required, for incoming (matriculating) students. Students are asked to submit documentation of prior any primary series vaccinations or bivalent boosters that they have received through the Yale Health website, <http://yalehealth.yale.edu>. Vaccination requirements remain in place for healthcare workers and trainees, including students who work in settings where patient care is provided, or those who work with human research subjects in clinical settings. Those individuals must submit documentation of vaccination with a primary series and one booster (or, for those who have not yet received a primary series, one bivalent dose of vaccine) to the university or seek approval for a medical or religious exemption. Yale will accept any combination of COVID-19 vaccines that have received full approval or Emergency Use Authorization (EUA) by the U.S. Food and Drug Administration (FDA) or have been issued

Emergency Use Listing (EUL) by the World Health Organization (WHO).

International students who do not have access to WHO or FDA authorized or approved vaccines may be vaccinated at Yale Health on request.

Influenza All students are required to have flu vaccination in the fall when it is made available to them by Yale Health.

Measles, mumps, rubella, and varicella All students are required to provide proof of immunization against measles (rubeola), mumps, German measles (rubella), and varicella. Connecticut state regulation requires two doses of MMR (combined measles, mumps, and rubella) vaccine and two doses of varicella vaccine. The first dose must have been given after the student's first birthday; the second dose must have been given at least twenty-eight (28) days after the first dose. If dates of vaccination are not available, titer results (blood test) demonstrating immunity may be substituted for proof of vaccination. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2023.

Quadrivalent meningitis All students living in on-campus dormitory facilities (all undergraduate residential colleges and the following graduate dormitories: 254 Prospect Street, 272 Elm Street, 276 Prospect Street, Baker Hall, Harkness Dormitory, and Helen Hadley Hall) must be vaccinated against meningitis. The only vaccines that will be accepted in satisfaction of the meningitis vaccination requirement are ACWY Vax, Menveo, Nimenrix, Menactra, Mencevax, and Menomune. The vaccine must have been given within five years of the first day of classes at Yale. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2023. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are a pre-entrance requirement by the Connecticut State Department of Public Health. Please note that the State of Connecticut does not require this vaccine for students who intend to reside on campus and are over the age of twenty-nine.

TB screening The University requires tuberculosis screening for all incoming students who have lived or traveled outside of the United States within the past year. Tuberculosis screening is required for all medical, physician assistant, and nursing students.

Hepatitis B series The University recommends that incoming students receive a series of three Hepatitis B vaccinations. Students may consult their health care provider for further information. Hepatitis B immunity is required for all medical, physician assistant, and nursing students.

Identification Cards

Yale University issues identification (ID) cards to faculty, staff, and students. ID cards support the community's safety and security by allowing access to many parts of campus: dining halls and cafés, residential housing, libraries, athletic centers, workspaces, labs, and academic buildings. Cultivating an environment of public safety requires the entire community to work together to ensure appropriate use of our spaces, as well as to foster a sense of belonging for all members of our community.

University policies, regulations, and practice require all students, faculty, and staff to carry their Yale ID card on campus and to show it to university officials on request. Yale ID cards are not transferable. Community members are responsible for their own ID card and should report lost or stolen cards immediately to the Yale ID Center (<https://idcenter.yale.edu>).

Members of the University community may be asked to show identification at various points during their time at Yale. This may include but not be limited to situations such as: where individuals are entering areas with access restrictions, for identification in emergency situations, to record attendance at a particular building or event, or for other academic or work-related reasons related to the safe and effective operation and functioning of Yale's on-campus spaces.

For some members of our community, based on the needs and culture of their program, department, and/or characteristics of their physical spaces, being asked to show an ID card is a regular, even daily, occurrence. However, for others it may be new or infrequent. For some, being asked to produce identification can be experienced negatively, as a contradiction to a sense of belonging or as an affront to dignity. Yale University is committed to enhancing diversity, supporting equity, and promoting an environment that is welcoming, inclusive, and respectful. University officials requesting that a community member show their ID card should remain mindful that the request may raise questions and should be prepared to articulate the reasons for any specific request during the encounter. In addition, individuals requesting identification should also be prepared to present their own identification, if requested.

Student Accessibility Services

Student Accessibility Services (SAS) engages in an interactive process with Yale students, including undergraduate, graduate, and professional-school students, with permanent conditions and/or temporary injuries to determine reasonable and appropriate accommodations on a case-by-case basis. Students may initiate this process by requesting accommodations through the online accommodation request form available at: https://yale-accommodate.symplicity.com/public_accommodation.

Engagement with SAS is private, and faculty/staff are notified of approved accommodations on a need-to-know basis only, except when required by law. Students may upload supporting documentation regarding their condition and request for accommodations with their accommodation request form. Documentation guidelines are available on the SAS website at <https://sas.yale.edu/get-started/documentation-guidelines>.

Additional information is available at <https://sas.yale.edu>. Contact SAS at sas@yale.edu or at 203.432.2324.

Housing

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single-occupancy and two-bedroom units of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to Helen Hadley Hall (which will be closing summer of 2024) and the newly built 272 Elm Street, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. Family housing is available in Whitehall and Esplanade Apartments. The Housing website (<https://housing.yale.edu>) is the venue for graduate housing information and includes dates, procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 1 and can be submitted directly from the website with a Yale NetID. Room selection for paired roommates begins April 19. Room selection for all others begins April 20.

The Yale Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.436.9756), which is the exclusive Yale service for providing off-campus rental and sales listings from New Haven landlords. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate in the New Haven area. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other third-party nonsecure websites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street and is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

Resources to Address Discrimination and Harassment Concerns, Including Sexual Misconduct

Yale is a community committed to fostering an environment of diversity, mutual respect, and intellectual discovery in which all members of the community can thrive. Acts of discrimination and harassment are contrary to the community standards and ideals of our university. Staff in the following offices work within the Yale community to promote respect, inclusivity, diversity, and equal opportunity, and are available to talk through situations you have witnessed or experienced, as well as to provide guidance.

When you have concerns or questions related to discrimination or harassment, you have a wide range of choices for support. You can reach out to a Discrimination and Harassment Resource Coordinator, or you can talk with others, such as a residential college dean, dean of student affairs, or the Office of Institutional Equity and Accessibility.

If you'd like to talk with someone about sexual misconduct or sex-based discrimination, you can reach out directly to the deputy Title IX coordinator of your school or the

Title IX Office. The Title IX website (<https://titleix.yale.edu>) is a helpful resource for additional questions or concerns about sex-based discrimination or sexual misconduct. If an individual is unsure of which resource to contact and wants to explore options for addressing sexual misconduct, the SHARE Center is a good place to start.

DISCRIMINATION AND HARASSMENT RESOURCE COORDINATORS

Office hours: 9 a.m.–5 p.m., M–F

<https://dhr.yale.edu/discrimination-and-harassment-resource-coordinators>

Discrimination and harassment resource coordinators (formerly deans' designees) have been identified by the dean of each college and school as community members with the responsibility to receive concerns and offer advice and guidance related to diversity and inclusion, discrimination and harassment, and equal opportunity. Discrimination and harassment resource coordinators may also help facilitate informal resolution. This may be an individual's best "first stop" in discussing a concern related to discrimination, harassment, or retaliation, particularly as discrimination and harassment resource coordinators will be knowledgeable about resources specific to their school or college.

OFFICE OF INSTITUTIONAL EQUITY AND ACCESSIBILITY

Office hours: 9 a.m.–5 p.m., M–F

203.432.0849

<https://oiea.yale.edu>

Any individual who would like to report a concern of discrimination, harassment, and/or retaliation may contact the Office of Institutional Equity and Accessibility (OIEA). OIEA staff are available to discuss concerns, University resources, and options for resolution, including informal resolution. Where appropriate, OIEA staff are also available to conduct investigations into complaints of discrimination, harassment, and/or retaliation committed by faculty or staff members. Talking with someone at OIEA about a concern or making a complaint does not automatically launch an investigation. It can, however, be an important step to alerting the University about a concern and getting assistance to resolve it.

SHARE: INFORMATION, ADVOCACY, AND SUPPORT

55 Lock Street, Lower Level

Appointments and drop-in hours: 9 a.m.–5 p.m., M–F

24/7 on-call service (for time-sensitive matters): 203.432.2000

<https://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available to members of the Yale community who wish to discuss any current or past experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous if desired. SHARE can provide professional help with medical and health issues (including accompanying individuals to the hospital or the police), as well as ongoing counseling and support for students. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX Office, the Yale Police Department, and other

campus resources and can provide assistance with initiating a formal or informal complaint.

If you wish to make use of SHARE's services, you can call the SHARE number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have experienced an assault, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale New Haven Emergency Room. If it is not an acute situation you can also contact the SHARE staff via email at sharecenter@yale.edu.

TITLE IX COORDINATORS

203.432.6854

Office hours: 9 a.m.–5 p.m., M–F

<https://titleix.yale.edu>

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Sex discrimination includes sexual harassment, sexual assault, and other forms of sexual misconduct. The University is committed to providing an environment free from discrimination on the basis of sex or gender.

Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated one or more deputy Title IX coordinators, who work closely with the University Title IX Office and University Title IX Coordinator, Elizabeth Conklin. Coordinators respond to and address concerns, provide information on available resources and options, track and monitor incidents to identify patterns or systemic issues, deliver prevention and educational programming, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators also work with pregnant and parenting individuals to coordinate needed accommodations and to respond to instances of discrimination. Discussions with a deputy Title IX coordinator are private and information is only shared with other University officials on a need-to-know basis. In the case of imminent threat to an individual or the community, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

UNIVERSITY-WIDE COMMITTEE ON SEXUAL MISCONDUCT

203.432.4449

Office hours: 9 a.m.–5 p.m., M–F

<https://uwc.yale.edu>

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal complaints of sexual misconduct. UWC members can answer inquiries about procedures and the University sexual misconduct policy. The UWC is composed

of faculty, senior administrators, and graduate and professional students drawn from throughout the University. UWC members are trained to observe strict confidentiality with respect to all information they receive about a case.

YALE POLICE DEPARTMENT

101 Ashmun Street

24/7 hotline: 203.432.4400

<https://your.yale.edu/community/public-safety/yale-police-department>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Officer Gabrielle Cotto, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via email at gabrielle.cotto@yale.edu. Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

Office of International Students and Scholars

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's nearly 6,000 international students, faculty, staff, and their dependents. OISS assists international students and scholars with issues related to employment, immigration, personal and cultural adjustment, and serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS helps students and scholars obtain and maintain legal nonimmigrant status in the United States.

OISS programs, like daily English conversation groups, the Understanding America series, DEIB workshops, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY) community, which organizes a variety of programs and events.

The OISS website (<http://oiss.yale.edu>) provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through Yale Connect, Facebook, and Instagram.

OISS is a welcoming venue for students and scholars who want to check their email, grab a cup of coffee, and meet up with a friend or colleague. The International Center is OISS's home on Yale Campus and is located at 421 Temple Street, across the street from Helen Hadley Hall. The International Center provides meeting space for student groups and a venue for events organized by both student groups and University

departments. For more information about our hours, directions, and how to reserve space at OISS, please visit <https://oiss.yale.edu/about/hours-directions-parking>.

RESOURCES FOR STUDENTS

Office of Academic Affairs

55 Hillhouse Avenue, Jackson.registrar@yale.edu

Lorenzo Caliendo, Deputy Dean

David Simon, Assistant Dean for Graduate Education

Jana Baslikova, Director of Academic Services and School Registrar

The Office of Academic Affairs is responsible for academic and curricular programs and works collaboratively with the dean, the faculty, teaching fellows, and students to address academic concerns and craft appropriate policies and procedures for the School. The Office of Academic Services and Registrar is part of the Office of Academic Affairs and handles academic needs of students.

Office of Academic Services and the Registrar

55 Hillhouse Avenue, Jackson.registrar@yale.edu

Jana Baslikova, Director of Academic Services and Registrar

Taylor Spadacenta, Assistant Registrar

The office of Academic Services and the Registrar maintains, safeguards, and releases student academic records and aims to actively communicate and inform students of their rights, responsibilities, and School procedures. We provide mission-critical services that support operations of the Jackson School, as well as data that support decision-making and reporting. Furthermore, we interpret and implement academic and administrative policies of the Jackson School and the University supporting students, faculty, staff as well as alumni. Our responsibilities include, but are not limited to, student registration and cross-campus enrollment, course scheduling, maintenance and distribution of course evaluations, canvas management, certification of enrollment, support of academic planning and advising, transcript requests, tracking degree progress, diplomas, and FERPA training.

The office certifies eligibility for tuition benefits with the U.S. Department of Veterans Affairs. We also maintain a written record of previous education and training of the veteran or eligible person to ensure that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. The record is a cumulative listing of all subjects undertaken by term as well as the final result.

Many student and faculty academic services are available online via secure web resources that can be accessed with a valid NetID and associated password. All student records are stored electronically for a period of seven years following the end of each enrollment period.

Office of Student Affairs

55 Hillhouse Avenue, 203.436.5265

Lily Sutton, Assistant Dean for Student Affairs

The Office of Student Affairs offers services and provides resources designed to enrich student life, encourage student engagement, and build community at the Jackson School of Global Affairs. The assistant dean has primary responsibility for the student experience, represents the interests of all students to the faculty, and participates in student affairs policy decisions for the School. The Office of Student Affairs also coordinates orientation, matriculation, Commencement, and other student programs and oversees the administration of Jackson School student organizations and student-organized activities. The goal of the office is to identify and address students' needs and foster an inclusive and supportive environment where students feel like they can belong and thrive as they pursue their educational and professional goals.

Career Development Office

55 Hillhouse Avenue, 203.436.5208

Elizabeth Gill, Assistant Dean for Career Development

Kristen Estabrook, Assistant Director for Career Development

The Jackson School Career Development Office assists students in all phases of developing, managing, and implementing career plans and strategies.

MISSION

The Career Development Office (CDO) provides individual career advising, connections, and tools to support Jackson School students in their career development. CDO connects students with alumni and other professionals for the purposes of network-building, professional support, and information sharing. In addition to working closely with students in the Jackson School's M.P.P. program, the CDO also offers programming and office hours for undergraduates in the Global Affairs major.

COMMITMENT TO ACCESSIBILITY

CDO is committed to creating resources that are inclusive. If students encounter barriers to accessing resources or programming, they should let the office know, and we will adjust accordingly. Our goal is to create a career-development environment that is welcoming, inclusive, and accessible to all.

POLICIES AND GUIDELINES

The CDO provides resources and support throughout the internship and full-time job search processes. Students are expected to take responsibility for their job searches and to represent the School well by acting professionally in all interactions. Professional conduct conveys the shared values of our community and benefits all students.

The CDO advises students on a wide range of career development issues, including, but not limited to: career exploration and self-assessment, resume and cover letter creation, interview preparation, the search process, and negotiation and networking skills. CDO resources are primarily for M.P.P. and undergraduate Global Affairs majors. M.A.S. students are mid-career professionals who are well established in their field and not expected to require assistance from the CDO.

CDO COACHING APPOINTMENTS

Coaching appointments can be made on the 12twenty platform; information on how to make an appointment will be shared with students during orientation with reminders

sent throughout the year. Students who need to cancel an appointment should do so as far in advance as possible.

CDO PROGRAMMING

The CDO offers in-person and virtual professional development programs throughout the year. Information about these will be shared and updated regularly. For those sessions that require an RSVP please promptly cancel your reservation if your plans change so another student may attend in your place.

CAREER TRIPS

The CDO sponsors and organizes career trips to Washington, D.C. and New York City to introduce students to a broad array of global affairs opportunities in a variety of sectors.

PROFESSIONAL INTERACTIONS AT JACKSON

Students will interact with alumni, employers, and other professionals while at Jackson. Whether in an educational or recruiting context, students are expected to represent themselves and the School well by conducting themselves professionally. Professional conduct includes only attending events to which students in their program were invited, coming prepared, asking relevant and appropriate questions during Q&A sessions, and appropriately managing attendance (“no showing”, arriving late, leaving early, etc., are examples of poor professional conduct). All expectations apply to both in-person and virtual engagements.

FUNDING FOR THE SUMMER EXPERIENCE

The application for funding involves submitting a proposal to the CDO as well as the submission of a letter from the host organization that indicates the compensation that will be received and what costs, if any, will be reimbursed for your summer work. Applications are accepted on a rolling basis starting in January of the spring term and ending in early May. To receive funding before the end of the term, students are encouraged to secure their experience by April 1. While applications will be accepted until early May, students likely will not receive their funding before leaving campus if their proposals are received after April 1.

Please note that funds are meant to offset the cost for either a domestic or international summer opportunity but may not cover all expenses. If a student’s internship is funded and/or if they receive a fellowship from another source, then their Jackson award may be reduced accordingly.

Office of Alumni Affairs

55 Hillhouse Avenue, 203.432.5965, JacksonAlumni@yale.edu
Katie Bussiere, Director of Alumni Affairs

The Office of Alumni Affairs strengthens institutional relationships and develops programs that sustain an active alumni network. The office is responsible for a series of events and activities that serve to build a sense of community and connectedness to both the School and its future alumni. For example, past events have included alumni receptions in Washington, D.C., New York City, London, and other cities.

Cultural, Religious, and Athletic Resources

Keep up to date about University news and events by subscribing to the Yale Today e-newsletter, which is published five days a week and/or the Best of the Week edition, which is published on Saturdays (<https://news.yale.edu/subscribe-e-newsletter>). They feature stories, videos, and photos from YaleNews (<http://news.yale.edu>) and other Yale sites. Also visit the Yale Calendar of Events (<http://calendar.yale.edu>) and the University's Facebook, Twitter, Instagram, LinkedIn, and YouTube channels.

The Yale Peabody Museum, founded in 1866, houses more than fourteen million specimens and objects in ten curatorial divisions: Anthropology, Botany, Entomology, History of Science and Technology, Invertebrate Paleontology, Invertebrate Zoology, Mineralogy and Meteoritics, Paleobotany, Vertebrate Paleontology, and Vertebrate Zoology. The renowned collections continue to enrich teaching and learning and to inform groundbreaking new research. The Museum's galleries are currently under renovation and will reopen in 2024 to display thousands of objects, including the first *Brontosaurus*, *Stegosaurus*, and *Triceratops* specimens ever discovered.

The Yale University Art Gallery was founded in 1832 as an art museum for Yale and the community. Today it is one of the largest museums in the country, holding nearly 300,000 objects and welcoming visitors from around the world. The museum's encyclopedic collection can engage every interest. Galleries showcase artworks from ancient times to the present, including vessels from Tang-dynasty China, early Italian paintings, textiles from Borneo, treasures of American art, masks from Western Africa, modern and contemporary art, ancient sculptures, masterworks by Degas, van Gogh, and Picasso, and more. Spanning one and a half city blocks, the museum features more than 4,000 works on display, multiple classrooms, a rooftop terrace, a sculpture garden, and dramatic views of New Haven and the Yale campus. The gallery's mission is to encourage an understanding of art and its role in society through direct engagement with original works of art. Programs include exhibition tours, lectures, and performances, all free and open to the public. For more information, please visit <https://artgallery.yale.edu>.

The Yale Center for British Art is a museum that houses the largest collection of British art outside the United Kingdom, encompassing works in a range of media from the fifteenth century to the present. It offers a vibrant program of exhibitions and events both in person and online. Opened to the public in 1977, the YCBA's core collection and landmark building—designed by architect Louis I. Kahn—were a gift to Yale University from the collector and philanthropist Paul Mellon, '29. For more information, visit britishart.yale.edu.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than five hundred musical events take place at the University during the academic year. In addition to degree recitals by graduate students, the School of Music presents the Ellington Jazz Series, Faculty Artist Series, Horowitz Piano Series, New Music New Haven, Onepetto Chamber Music Series, and Yale in New York, as well as performances by the Yale Opera, Yale Philharmonia, Yale Choral Artists, and various YSM ensembles, along with concerts at the Morris Steinert Collection of Musical Instruments. The

Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and many other special events. The Norfolk Chamber Music Festival/Yale Summer School of Music presents a six-week Chamber Music Session, along with the New Music Workshop and the Chamber Choir and Choral Conducting Workshop. Many of these concerts stream live on the School's website (<https://music.yale.edu>). Undergraduate organizations include the Yale Bands, Yale Glee Club, Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at such venues as the University Theatre, Yale Repertory Theatre, Yale Cabaret, Yale Residential College Theaters, Off Broadway Theater, Iseman Theater, Whitney Humanities Center, Collective Consciousness Theatre, A Broken Umbrella Theatre, Elm Shakespeare Company, International Festival of Arts and Ideas, Long Wharf Theatre, and Shubert Performing Arts Center.

The religious and spiritual resources of the University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, the Sikh Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for varsity basketball, volleyball, and gymnastics competitions; the Robert J.H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous group exercise classes in dance, martial arts, zumba, yoga, pilates, spinning, HIIT and cardio, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Memberships at reasonable fees are available for faculty, employees, postdocs, visiting associates, alumni, and members of the New Haven community. Memberships are also available

for spouses and children of all members. Additional information is available at <https://sportsandrecreation.yale.edu>.

During the year, various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center (OEC) in East Lyme, the Yale Tennis Complex, and the Yale Golf Course. All members of the Yale community and their guests may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available at <https://myrec.yale.edu>.

Approximately fifty club sports are offered at Yale, organized by the Office of Club Sports and Outdoor Education. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale students, faculty, staff, and alumni may use the OEC, which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, stand-up paddleboards, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In a more remote area of the facility, hiking trails loop the north end of the property; trail maps and directions are available on-site at the field office. The OEC is open from the third week in June through Labor Day. For more information, including mid-September weekend availability, call 203.432.2492 or visit <https://sportsandrecreation.yale.edu/outdoor-education-center-o>.

Throughout the year, Yale graduate and professional school students have the opportunity to participate in numerous intramural sports activities, including volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, ultimate, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at <https://myrec.yale.edu>.

Yale University Library

Yale University Library comprises collections, spaces, technology, and people. The collections contain fifteen million print and electronic volumes in more than a dozen libraries and locations, including Sterling Memorial Library, Beinecke Rare Book and Manuscript Library, Marx Science and Social Science Library, and the Anne T. and Robert M. Bass Library. Yale Library's resources also include extensive licensed e-resources and extraordinary special collections that represent the diversity of the human experience in forms ranging from ancient papyri to early printed books, rare film and music recordings, and a growing body of born-digital materials. More than five hundred staff members facilitate teaching, research, and practice with deep subject-area knowledge as well as expertise in digital humanities, geographic information systems, and the use and management of research data. Yale Library's preservation and conservation specialists develop and apply leading-edge technology to maintain collections, providing critical support for increased access to collections, an expanding

exhibition program, and Yale's emphasis on teaching with primary sources. For more information, visit <https://library.yale.edu>.

APPENDIX: THESIS GUIDELINES

The major assignment during the fall term is the submission of a prospectus to the thesis adviser. The prospectus is designed to help ensure that a student and faculty adviser are explicit about the thesis topic, to promote continued progress during the fall term, and to increase the likelihood of a final high-quality product. Students are strongly encouraged to work on the thesis throughout the second year. These prospectus guidelines, therefore, are a minimum requirement. Furthermore, given a student's ongoing work, the prospectus is considered more of a "progress report."

A first draft of the prospectus is due to the thesis adviser no later than November 2, with the full prospectus due to the thesis adviser and the School registrar on December 1. The prospectus should be completed using the guidelines below. In addition, it is expected that students include proper citations and references when preparing the prospectus. More information regarding proper citing of sources can be found on the Yale Poorvu Center for Teaching and Learning website at <https://poorvucenter.yale.edu/writing-using-sources>. Please note that the preferred thesis for students is one that is in the style and length of a publishable, peer-reviewed paper.

Please refer to Yale Poorvu Center Publishing website <https://poorvucenter.yale.edu/writing/graduate/writing-through-graduate-school/publishing> for publication guidelines.

TIMELINE FOR M.P.P. THESIS

September 30 Thesis adviser form due to registrar (signed by thesis adviser and assistant dean for graduate education).

November 2 First draft of thesis prospectus due to primary thesis adviser. See Thesis Prospectus Format, below, for expected content.

December 1 Final draft of thesis prospectus due to primary thesis adviser and School registrar (students will not be allowed to register for thesis credits the following term if the prospectus is not submitted and approved by the primary thesis adviser).

Mid-March First draft of thesis due to primary thesis adviser.

April 20 Final thesis to be submitted to thesis adviser and faculty for final grading.

April–May Presentation of thesis, open to the Jackson community and guests. The presentation does not factor into final grading.

May 10 Deadline for final grades to be submitted to registrar from thesis adviser for student submission of electronic copy.

THESIS PROSPECTUS FORMAT

Title

Primary Thesis Adviser

1. *Specific Aims and Hypotheses.* Clear and succinct statement of the thesis objectives, including primary study hypothesis.

2. *Background and Rationale*. Brief overview of existing literature (three to five paragraphs is sufficient for the prospectus). Why is this project important? How is it different from existing research?
3. *Methods*. Brief overview of the basic study methodology.
4. *Focus*. Address how the thesis is of relevance to public policy, as opposed to a strictly academic work from another discipline.

THESIS ORGANIZATION

The thesis must be assembled as follows:

1. Title Page (Title cannot exceed sixty characters)
2. A one-page, double-spaced abstract

The abstract is the final statement on the problem addressed by the thesis and should incorporate the most mature insights attained.
3. Acknowledgments (if desired)
4. Table of Contents
5. List of Tables (if any)
6. List of Figures (if any)
7. Body of the Thesis

The following organization of the body of the thesis is recommended:

- a. Introduction
 - i. Brief statement of specific objectives of the investigation
 - ii. Statement of general problem addressed by the thesis
 - iii. Elaboration of objectives and/or hypotheses, including the relation to the general problem
- b. Review of Studies Relevant to the Problem
- c. Research Design
 - i. Specific research design and method
 - ii. Reasons for selection
 - iii. Method of analysis, including justification for statistical tests
- d. Presentation and Analysis of Findings

This is the major portion of the thesis. The significance of the findings should be discussed and an assessment made of their applicability to current theory and practice. Analysis and discussion may be presented together in one chapter or separately in two chapters.

- e. Conclusions
 - i. Summary of findings
 - ii. Limitations of findings and other limitations of the study
 - iii. Conclusions based on the study
 - iv. Relevant recommendations for program development or further research
8. References

A list of the pertinent references consulted in preparing the thesis should be included. Any standard and consistent format for presentation of footnotes and references is acceptable.

9. Appendix or Appendices

SATISFACTORY THESIS PROGRESS

Students not making satisfactory progress toward their thesis in the fall, may withdraw on or before December 1 without a note on their transcript.

THESIS PENDING (DELAYED SUBMISSION OF THESIS)

Students who have not received final grade from primary adviser and submitted their thesis electronically by May 1 will be considered thesis pending and will receive a grade of Incomplete for the thesis. Students who are thesis pending will not be allowed to participate in the Commencement ceremony and will not receive the M.P.P. degree until all requirements are complete.

Students who are thesis pending are given one year to complete the thesis without penalty. During this time, students in thesis pending status must be registered for continuous study each term of the regular academic year until the thesis requirement has been completed (except in the case of an approved leave of absence). Students may not register for regular course work while on continuous study status. Students are permitted to be on continuous study for a maximum of two terms. The fee for continuous study is \$750 per term. Students registered for continuous study are not eligible for financial aid.

At the end of the one-year period, the grade of Incomplete will be changed to a grade of F if the thesis has not been submitted. The student will then be required to register for two Global Affairs elective courses earning a final grade of H in each, to satisfy the HP average requirement, and pay a continuous registration fee.

PUBLICATION GUIDELINES

The thesis may be published independently. It also may be published under joint or multiple authorship if advisers or others have contributed significantly to the final product. Significance is interpreted to mean contributions such as expanding theory or techniques of analysis in ways beyond the usual role of an adviser. Supplying the database does not entitle the supplier to authorship. When students work on sponsored research, the thesis adviser and the student should sign a letter of agreement on funding, use of database or materials, deadlines, publication rights, and authorship before work on the thesis begins.

PUBLICATION PROCESS FOR THE M.P.P. THESIS

The following are publication guidelines that are intended to avoid miscommunication and differential expectations of authorship between students and thesis advisers.

1. When the prospectus is submitted, thesis advisers will discuss publication with students, including desire for publication, description of the publication process, possible venues, authors, determination of authorship order, and logistics.
2. If the thesis adviser provides the data, then the adviser should create a written publication/data sharing agreement. The agreement should be signed by both the

adviser and the student before work on the thesis is started. The agreement should include at the minimum:

- Process for order of authorship
 - Timeline for publication and process if timeline is not met
 - Process and expectations of revisions
3. If the thesis adviser does not provide the data, then the thesis adviser should work with the student to draft a similar document to be completed and signed by the student and the primary data source. Guidelines should be consistent with any established policies of the primary data source. This should be done whether or not the thesis adviser is included as an author on the publication.
 4. In general, if the manuscript has not been submitted for publication within a year after graduation, the thesis adviser will have the right to prepare the manuscript for publication.

THE WORK OF YALE UNIVERSITY

The work of Yale University is carried on in the following schools:

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please visit <https://admissions.yale.edu>, email student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit <https://gsas.yale.edu>, email graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208236, New Haven CT 06520-8236.

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program and the Physician Assistant Online Program.

For additional information, please visit <https://medicine.yale.edu/edu>, email medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please visit <https://divinity.yale.edu>, email div.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit <https://law.yale.edu>, email admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit <https://law.yale.edu>, email gradpro.law@yale.edu, or call the Graduate Programs Office at 203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

School of Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://seas.yale.edu>, email grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208292, New Haven CT 06520-8292.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit <http://art.yale.edu>, email artschool.info@yale.edu, or call the Office of Academic Administration at 203.432.2600. Postal correspondence should be directed to Office of Academic Administration, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

School of Music Est. 1894. Graduate professional studies in performance and composition. Certificate in Performance (CERT), Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma (A.D.), Doctor of Musical Arts (D.M.A.).

For additional information, please visit <https://music.yale.edu>, email gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

School of the Environment Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://environment.yale.edu>, email admissions.yse@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of the Environment, 300 Prospect Street, New Haven CT 06511.

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://publichealth.yale.edu>, email ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

School of Architecture Est. 1916. Courses for college graduates. Professional and post-professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master

of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://www.architecture.yale.edu>, email gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate (P.M.C.), Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0972.

David Geffen School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, Doctor of Fine Arts (D.F.A.).

For additional information, please visit <https://drama.yale.edu>, email dgsd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to David Geffen School of Drama at Yale University, PO Box 208325, New Haven CT 06520-8325.

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.), Master of Management Studies (M.M.S.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

Jackson School of Global Affairs Est. 2022. Courses for college graduates. Master in Public Policy (M.P.P.) and Master of Advanced Study (M.A.S.).

For additional information, please visit <https://jackson.yale.edu>, email jackson.admissions@yale.edu, or call 203.432.6253.

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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



The University is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans. Additionally, in accordance with Yale's Policy Against Discrimination and Harassment (<https://your.yale.edu/policies-procedures/policies/9000-yale-university-policy-against-discrimination-and-harassment>), Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex; sexual orientation; gender identity or expression; race; color; national or ethnic origin; religion; age; disability; status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran; or membership in any other protected classes as set forth in Connecticut and federal law.

Inquiries concerning these policies may be referred to the Office of Institutional Equity and Accessibility, 203.432.0849; equity@yale.edu. For additional information, please visit <https://oiea.yale.edu>.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the university's Title IX coordinator, Elizabeth Conklin, at 203.432.6854 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, TDD 800.877.8339, or ocr.boston@ed.gov. For additional information, including information on Yale's sexual misconduct policies and a list of resources available to Yale community members with concerns about sexual misconduct, please visit <https://titleix.yale.edu>.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Yale Police Department at 203.432.4400, the University will provide this information to any applicant for admission, or to prospective students and employees. The report is also posted on Yale's Public Safety website; please visit <http://your.yale.edu/community/public-safety>.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

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