



UNIVERSITY OF TORONTO

**Proposal for a
Graduate Program**

Master of Global Affairs

in

The Faculty of Arts and Science

December 2008

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1 Executive Summary

The School for International Studies at the Munk Centre, working with the Faculty of Arts and Science, is proposing the creation of a new professional Master's program in Global Affairs (MGA) at the University of Toronto. The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business.

The Master of Global Affairs will consist of four semesters of course work, and a compulsory summer internship program between the first and second years. The MGA will admit approximately 40 students per year. If all approvals are in place, the MGA will admit its first class of students for September 2010.

The MGA will be a professional Master's program that equips students with a sophisticated understanding of the larger political, economic and social contexts of global institutions, issues, and markets and with the professional skills necessary to work strategically and effectively within the evolving global system. The program will marry the virtues of rigorous, multidisciplinary scholarship to the acquisition of skills necessary to navigate the global environment; it will combine analysis of *why* the global system is as it is with practical understanding of *how* things work on the global ground; and it will equip students with the *critical skills* necessary to evaluate the opportunities and challenges of the global environment.

The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the inter-connections among them. Most other professional programs of this sort in North America specialize either in preparing students who aspire to public sector work at the international level (typically in the diplomatic corps) or in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil society). But none expressly brings all three elements – public, private, civil society – together into conversation with each other. The signature element of the MGA is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

The MGA will develop both “soft” and “hard” skills that provide students with an intellectual toolkit that is appropriate to their chosen area of interest in the global economy and markets, global governance, and global civil society. The MGA will also require internships for all students, to build understanding of the environment of global policy-making. In addition, the program will encourage students to study abroad for one of the four semesters. In so doing, the MGA will build partnerships with outstanding organizations the world over. The goal is to attract exceptional talent from around the world to Toronto and to connect outstanding Canadians to their global peers.

Students will have access to all the facilities and services available to graduate students at the University of Toronto on the same terms and conditions. Students will be subject to all the applicable University policies and procedures relating to graduate students. Students are eligible for external scholarships, and fundraising will be targeted to enhance this support.

2 Academic

2.1 Program description and rationale

The purpose of the proposed Master's program in Global Affairs (MGA) is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business. The program is distinctive in several respects:

- The MGA will equip students with a sophisticated understanding of the larger political, economic and social contexts of global institutions, issues, and markets and with the professional skills necessary to work strategically and effectively within the evolving global system. In this respect the MGA will be quite different from the existing collaborative Master's program in International Relations (MAIR), which is available to students in the academic research program. The proposed MGA responds directly and forcefully to the views expressed by many graduates of the MAIR program, who have told us in exit interviews that they wished the MAIR could have had a more "applied" focus. The MGA will marry the virtues of rigorous, multidisciplinary scholarship to the acquisition of skills necessary to navigate the global environment; it will combine analysis of *why* the global system is as it is with a practical understanding of *how* things work on the global ground; and it will equip students with the *critical skills* necessary to evaluate the opportunities and challenges of the global environment. The new MGA will effectively replace the MAIR. Once full and complete consultations with collaborating units in the MAIR have been undertaken, it is expected that the closure of the MAIR will be proposed.
- The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the inter-connections among them. Most other professional programs of this sort in North America specialize in preparing students who aspire either to public sector work at the international level (typically in the diplomatic corps) or to work in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil society). But none expressly brings all three elements – public, private, civil society – into conversation with each other.

Our core mandate – and the signature element of the MGA – is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

- In building a curriculum that provides both breadth and depth, the MGA will draw on the enormous scholarly strength of University of Toronto faculty across a range of disciplines and subject areas. One of the core requirements, demanded of all students in the first year, will be a linked, two-semester course that establishes a basic historical, cultural, economic and political framework – a narrative and critical analysis of globalization. Beyond this, the MGA will offer a range of elective courses in the second year of the program which will permit students to pursue themes particularly relevant to their interests – whether those interests are defined in terms of region, issue area, or analytical perspective.

- The MGA will provide students with an intellectual toolkit of “soft” and “hard” skills appropriate to their chosen area of interest. The MGA will either mount or ensure student access to courses in international economics (including background courses in micro and macro economics for students who have no background in economics), global policy analysis, decision-making and strategic leadership, financial accounting, and global markets.
- The MGA will require international internships of all students, to build their understanding of the environment of global policy-making, to develop further the functional and personal skills required for success in a professional environment, and to provide a bridge to employment. In addition, the program will encourage students to study abroad for one of the four semesters. In so doing, the MGA will build partnerships with outstanding organizations the world over. The goal is to attract exceptional talent from around the world to Toronto and to connect outstanding Canadians to their global peers.

In sum, the objective of the Master of Global Affairs program is to prepare new leaders for the next generation of global challenges. This objective will be achieved through a program structure that brings together scholarship across disciplines, students across knowledge streams, and practice in contact with theory.

The introduction of a professional Master of Global Affairs is timely. The speed and complexity of global interactions have given new prominence to global markets, international institutions, and private foundations and civil society organizations with global reach. Yet the rapidly evolving and complex nature of the global system poses enormous challenges to those who work in it. In this world, traditional professional training in diplomacy or international affairs no longer meets the needs of future global leaders. Students require a deep understanding of the institutional architecture of the global order, of global society, and of the global economy. They require the practical skills to navigate and lead responsibly and effectively.

In this evolving global order, there is a significant gap between technical information, scientific understanding and a shared sense of urgency about global problems on the one hand and the knowledge necessary to effect change on the other. There is no shortage of medical/scientific knowledge, for instance, about how to reduce the global spread of infectious diseases like malaria, TB and AIDS. Nor, increasingly, is there any doubt that the resurgence of infectious diseases is a truly global problem that cannot be addressed effectively without global coordination – in this example, coordination among international organizations like the WHO, pharmaceutical companies, national governments, NGOs, and local authorities responsible for actually delivering programs. There *is* a significant deficit in the knowledge and practical skills of how to develop the global and local coordination that is required – quickly, nimbly, and effectively.

Canada has lagged behind other countries, most notably the United States, in developing post-graduate professional programs for students who aspire to work in the global system. Our late arrival, however, has some advantages. Many of the best programs in international affairs in the United States were created in the long shadow of the Cold War, their curriculum geared to understanding an international order – dominated by superpower rivalry – that no longer really applies. The best programs have, of course, changed to meet the changing contours of the

international system and the needs of their students. But in many cases this still means that the program has been retro-fitted, superimposed on an existing program, with all of the inefficiencies that retro-fitting implies. The University of Toronto has an enormous opportunity, here and now, to build a program, from the ground up, that responds directly to the needs of the 21st century. The MGA is precisely such a program.

Pedagogical and other academic issues, including expected benefits of the proposed program

The MGA is conceived as a medium-sized, professional program offered over 20 months. The breadth and depth offered in the MGA will be unique in Canada and has very few counterparts in North America; over the next five years our goal is to be considered among the best schools of international studies globally. Seen in both national and international perspectives, the MGA will offer students not only the excellent standards of quality associated with the University of Toronto but also a distinctly Canadian perspective.

The University's library system is superbly equipped to support the MGA program. Its electronic resources in the field are as advanced as any library system on the continent. The University of Toronto is currently the editorial home of *International Organization*, the leading journal in international relations.

Projected student demand

Empirical and anecdotal evidence suggest there will be robust demand from students for the MGA. Precise projections are complicated, however, by the lack of a comparator professional program in Canada. However, the unique features of the MGA and the fact it will truly be one-of-a-kind in Canada suggests that projections based on demand for its closest comparators may underestimate total demand. Starting with the current MAIR, over the last 5 years it has attracted between 161-191 applicants each year, with an incoming class averaging 27 students. The quality of the students has been very high, usually acknowledged by collaborating departments as consistently among the strongest cohorts of their incoming MA students. The closest other comparators in Canada are the Norman Paterson School of International Affairs at Carleton University (700 applicants with 110 admitted) and the Graduate School of Public and International Affairs at University of Ottawa (150 applicants with 70 admitted, although numbers are likely to vary as this is a new program). In addition, anecdotal evidence from MAIR students consistently identifies elements in the proposed MGA as areas where the MAIR ought to head. For example, exit interviews and surveys consistently have urged the MAIR to integrate internships and other professional experiences into the program to supplement academic components. Others have expressed a desire to integrate further into the Munk Centre and build mentorships with Munk Centre resources, two things that will be enabled by the new MGA and the creation of the School of International Affairs. Finally, the academic program responds to a desire for greater specialization than could be accomplished in the one-year MAIR degree.

Looking outside Canada to comparable professional programs, the applicant to admission ratio is in the neighbourhood of 8-10:1, suggesting there is a very large cohort of students (both international and Canadian, who may look outside Canada

given limited comparable options in Canada) with limited supply. A few examples: The Paul H. Nitze School of Advanced International Studies (Johns Hopkins) - Washington, D.C. and Bologna campuses admits 330 students from 1880 applicants; The Edmund A. Walsh School of Foreign Service (Georgetown University) admits 90 students from 1000 applicants; The School of International and Public Affairs (Columbia University) admits 350 students from 2000 applicants; and The Elliot School of International Affairs (George Washington University) – admits 282 students from 1822 applicants. In the U.K., London School of Economics admits 95 students from 1035 applicants for its international relations M.A.

PROJECTED INTAKE AND ENROLMENTS										
Masters (M) And Doctoral (D) Programs										
YEAR	FULL-TIME				PART-TIME				TOTAL ENROLMENT	
	Intake		Enrolments		Intake		Enrolments		M	D
	M	D	M	D	M	D	M	D		
2010-11	40	N/A	40	N/A	N/A	N/A	N/A	N/A	40	N/A
2011-12	40	N/A	80	N/A	N/A	N/A	N/A	N/A	80	N/A
2012-13	40	N/A	80	N/A	N/A	N/A	N/A	N/A	80	N/A
2013-14	40	N/A	80	N/A	N/A	N/A	N/A	N/A	80	N/A
2014-15	40	N/A	80	N/A	N/A	N/A	N/A	N/A	80	N/A

Impact on the Unit's and Division's program of study, including impact on other divisions

The MGA is designed on the premise that the global challenges our students will face cannot be neatly cabined within the four corners of any one discipline. Thinking and acting globally, rather, is inherently multidisciplinary. For this reason, the MGA will draw upon the enormous strength of University of Toronto faculty across a range of disciplines and subject areas, with the ultimate goal of creating an ongoing, working partnership between MCIS, individual departments (especially in the Faculty of Arts and Science), and other faculties (e.g. Law, Management and SPPG). Organized on a networked, interdisciplinary model, the MGA will build upon existing University of Toronto strengths through both its core curriculum and elective courses. Graduate faculty members participating in the core instruction of the MGA will be cross-appointed from the participating graduate units; those units will accordingly be compensated from the MGA program's budget. Some preparatory courses (e.g. basic statistics; micro- and macro-economics to satisfy the prerequisite for International Economics) will be offered by the School of Public Policy and Governance.

Evidence of consultation with other affected by divisions

The impetus to create a program like the MGA came from the Report of the Committee on International Relations in January 2008. The Committee, struck by the Dean of the Faculty of Arts and Science and chaired by Vice-Dean David Klausner, was charged with the responsibility of considering, broadly, the role and status of the Munk Centre for International Studies. The Committee, which included representation from several Arts and Science departments, three campuses, Trinity

College, students, regional centres within MCIS, and the central administration, concluded that MCIS should be classified as an EDU B; that the present collaborative MA in International Relations (MAIR) should be moved into MCIS from its present home in the Centre for International Studies; and that the MAIR should be reconfigured as a stand-alone professional masters degree. This proposal responds positively to all of those recommendations.

The School of International Studies director struck a small committee, co-chaired by the MAIR director and the director of the collaborative PhD in the Dynamics of Global Change, to develop such a proposal. The committee, with representation from the Faculties of Arts and Science, Law, and Medicine, as well as a student who graduated from the MAIR, met several times over the summer of 2008 to craft a proposal. The proposal was approved formally by the newly-created MCIS Council at its first meeting, on November 18, 2008. Simultaneously, there was consultation with the Deans of the Faculty of Management and the Faculty of Law, as well as the Director of the School of Public Policy and Governance. Consultations have also been held with Chairs of Arts and Science departments that currently participate in the MAIR, and these consultations will continue as the MGA gets up and running. Individual faculty members who currently teach in the MAIR, all of whom are likely to teach in the MGA, have also been consulted.

Appropriateness of the name and designation of the new program

The name Global Affairs was chosen both to telegraph the intellectual focus of the new program and to distinguish it from other similar programs in North America. The adjective “global” is more appropriate than the conventional “international” because “global” better describes the conditions of speed, scope, and structural flexibility that characterize the contemporary era. Global also broadens the focus beyond the traditional concentration on nation-states and mirrors the dispersion of power to new centres and new networks. The noun “affairs” was chosen over a more discipline-specific term such as “Governance” or “Law and Diplomacy” in order to establish clearly the breadth of the MGA program, and its emphasis on the inter-connectedness across the three spheres. The designation “Global Affairs” conveys the program’s commitment to preparing leaders in this rapidly evolving, complex and differentiated global system.

Program description and requirements, course titles/numbers, and faculty members

o Admission requirements

As per SGS general regulations, a four-year University of Toronto bachelor’s degree with at least a B+ standing overall in the final year, or its equivalent from a recognized university, is required for admission to the 20-month program. The program is open to students of all disciplinary backgrounds; indeed, it is designed to attract a diverse set of students, including those who have already spent some time in the workforce. Basic competencies in statistics and economics are required. In collaboration with the School for Public Policy and Governance (SPPG), the MGA will mount an intensive, pre-registration course, not for credit, in basic statistics to remedy any deficiencies in this regard. Similarly, students lacking background in basic economics will take courses in micro- and macro-economics for policy analysis

mounted by SPPG. Students who require these courses will take them in the first year of the program, and will take the core International Economics course, normally expected in the first year, in the second year.

It is essential that all incoming graduate students have a good command of English. Facility in the English language must be demonstrated by all applicants whose primary language is not English, as set out in the SGS Calendar.

o **Program requirements**

The program will be completed full-time over 20 months (5 consecutive sessions).

In the first year students will take 8 core half courses, for a total of 4 FCEs. (If students require both micro- and macro-economics because they lack an economics background, they will take 9 courses in the first year: i.e., those two courses plus all of the core courses, except International Economics, which they will take in the second year.) This includes the two-session foundational course (1.0 FCE) that will provide a critical analysis of the development of the current global system, as well as half (.5 FCE) courses in International Economics, Global Civil Society, Global Security, Global Policy Analysis, Decision Making and Strategic Thinking in the Global System, and International Public Law. These are mandatory courses.

In the summer between first and second year, students must complete an internship related to one of the program's three sectors. Students must submit a written report on their internship, which will be graded pass/fail. A faculty member, in consultation with relevant teaching faculty in the program, will grade the report to assure comparability and fairness across all students. The internship will count as a half course (.5 FCE).

In the second year, students will take a combination of 5 (2.5 FCE) more specialized courses (to add depth to their preparation) and electives (that will add breadth). These will be selected from a slate of pre-approved offerings either mounted by the School or by agreement with a cooperating unit. Other courses may be substituted with the approval of the Director. If International Economics is taken in the second year, it will replace one of their electives.

All students must also take a Capstone Seminar, worth two credits (1.0 FCE). Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. The seminar will be overseen by a graduate faculty member with contributions from practitioners, where feasible.

The MGA seeks to help close the gap between knowledge and action, between aspiration and performance, in the global arena. The professional training in this program will consist of four essential elements:

- *Framework courses* offered in the first year will provide students with a “grand narrative” of the historical evolution of the international system and help them understand how and why the current global order developed as it did, emphasizing the conditions that produced political, economic, and legal institutions in the international arena after World War II. Proceeding historically, it will introduce them to some of the most powerful political, economic, social, legal, technological, and

cultural forces that shaped the international system over the past century and spurred the processes of globalization that define the contemporary era.

- *Sector-specific courses* will provide students with an introduction to international institutions, civil society, and the global economy and markets. The field courses will combine breadth and depth. That is, all students will have exposure to all areas, but more specialized elective courses (especially in the second year of the program) will allow students to deepen their knowledge in the sector of their choice.
- *Skills courses* will seek to give students the refined tools or skills they need to navigate the global system. We will require all students to have familiarity with basic principles of international economics. Students will be required to take a course in global policy analysis (which emphasizes the determinants, processes and outcomes of policy-making) and a course in strategic leadership and decision-making (which emphasizes, in the global context, the determinants of leadership and collective action). Students with special interests in the global economy and markets will need to take courses in global markets and financial accounting.
- Beyond this configuration of *framework*, *sector* and *skills* courses, students will gain practical experience through a summer internship between the first and second years. The program will facilitate these internships to ensure that all MGA students have practical experience in global affairs, develop professional skills, and build bridges to employment. In addition, the program will encourage its students to study abroad for one semester at one of its partner institutions. Conversely, the MGA will welcome an equal number of students from abroad to the University of Toronto.

Course titles/numbers

GLA 1000H and 1001H- Introduction to the Development of the Global System

Establishes a basic historical, cultural, economic, legal, and political narrative and critical analysis of the global system, its institutions and networks (whether intergovernmental, private, not-for-profit, or hybrid).

GLA 1002H- International Economics

Introduction to the key concepts of international trade and international finance, with attention to contemporary issues and policy. Empirically assesses alternative trade theories, and examines international commercial policy, international finance and macroeconomics, as well as their relationship to broader global issues.

GLA 1003H- Global Civil Society

Explores the emergence, growth and influence of global civil society organizations and networks, as well as global foundations. Examines their various roles, from knowledge generation and knowledge sharing, to policy development and policy change, advocacy, norm development, global agenda setting, transnational governance and regulation, to program delivery and policy implementation. Examines these processes through the analysis of the interactions among global civil society with states, intergovernmental organizations and processes, and the private sector.

GLA 1004H- Global Security

Analyses the global security architecture, grand strategy, and contemporary and emerging security challenges.

GLA 1005H- Global Policy Analysis

Explores the processes of global policy development and change. Applies tools of policy analysis to explain and understand the forces that act on policy development and the impact and limits of global policies in producing political, legal, economic, social, and environmental change.

GLA 1006H- Decision Making and Strategic Thinking in the Global System

Introduces students to scholarship on the psychology of decision-making, negotiation, and strategic thinking. Aims to develop analytical skills and practical leadership skills to help manage and produce change in international and global settings.

GLA 1007H – International Public Law

Introduces students to public international law and the global legal environment, with an emphasis on legalization and the interaction of law, institutions, civil society and the global marketplace.

NOTE: As explained above, students who do not have a background in Economics will take preparatory courses in micro- and macro-economics in the First Year of the program, and take the core course in International Economics in the second year instead. The micro- and macro- courses are offered by SPPG. The material covered in these preparatory courses is as follows:

PPG 1002H – Microeconomics for Policy Analysis

This course covers the principles and techniques of micro economic theory that are most useful in analyzing economic aspects of public policy. It considers economic incentives and organizations; models of economic behavior; the operation of markets; the price system and how it works; the consequences of market failure and interventions in markets; and policy objectives and instruments.

PPG 1003H – Macroeconomics for Policy Analysis

This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of development and long-run growth. Focus is on the current economic research on the determination of macroeconomic variables such as output, employment, prices, and the interest rate – in the short, medium and long run, and addresses a number of policy issues. In addition, it covers the role of employment, productivity, trade and fiscal deficits, inflation, interest rates and exchange rates. The emphasis of the course is on the impact of government policies on the macro economy.

SECOND YEAR

The second year provides students with the opportunity to broaden and deepen their knowledge with a series of courses, both compulsory and elective, that will tailor the program to their interests in one of the program's three basic sectors – global institutions, global civil society, and the global economy and markets.

GLA 2008H Global Internship (required)

Students must complete an internship in the summer between the first and second year of the program. Students will be matched to an appropriate internship related to one of the program's three sectors. A report on the internship will be required and will be graded pass/fail. A faculty member, in consultation with relevant teaching faculty in the program, will grade the report.

GLA 2009Y () - Capstone seminar (required)

Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. Where possible, the seminar will be co-taught by an academic and a practitioner.

Elective Second Year Courses:

A suite of elective courses will be developed to provide students with a rich menu of choices appropriate to the program and their chosen sector of interest. In some cases, these will be dedicated courses mounted by the MGA program. In other cases, the courses will be provided by other units (e.g. Rotman Faculty of Management, Faculty of Law, Faculty of Arts and Science) in which the unit providing the course will be compensated or in which parallel registration will permit MGA students to enroll in courses mounted by other units, and *vice versa*. The actual courses offered as electives in any given year may vary somewhat; the following serve as examples.

MGT 1320 - Financial Accounting I and II (from Rotman)

This is a linked semester-long course that prepares students to understand financial statements. By the end of the term, students should be able to read and interpret financial statements, what statements tell us and, even more importantly, what they don't.

MGT 1212 Global Management Perspectives (from Rotman)

This course is designed to provide students with an introduction to the opportunities provided by globalization and to examine what is involved in decision making in an international setting. This course covers all aspects of business decision making: international trade issues and institutions, international finance, international strategy, international marketing and international organization.

GLA 2010H - Global Ethics

Topics covered might include human rights, global equity and distributive justice, corporate social responsibility, and environmental ethics and justice.

GLA 2011H - Cultures and Communities in Global Perspective

Explores inter-cultural relations, negotiating across cultures and the role of culture, community, identity, and religion in global affairs.

GLA 2012H – Environment and Energy: the Global Challenge

Examines the human causes, consequences, and range of possible responses to global environmental and energy problems, and, where appropriate, the relationship between the two. Also examines the challenges and risks these problems pose for sustainable development, security and conflict, ecological integrity and economic prosperity.

GLA 2013H – History of Globalization

Examines globalization from a historical perspective, including analysis of other globalizing moments in history and how they are similar/different area.

GLA 2014H - Canada's Historical Engagement with Global Institutions

Examines the historical role of Canada in global institutions; its leadership, participation, and performance.

GLA 2015H – Topics in Global Affairs

Content will vary year to year.

PPG 1006H Globalization and Internationalization of Public Policy (from SPPG)

This course focuses on the implications of ongoing developments in the international political economy for the processes and substance of domestic policy-making.

LAW 225H International Environmental Law (from Faculty of Law)

LAW 278H Law, Institutions, and Development (from Faculty of Law)

POL 2240 Geopolitics of Information and Communication (from POL)

SOC 6514H Social Ecology: Food in a Global Context (from SOC)

In addition, we would expect to add to the elective menu courses on subjects such as innovation, international compliance and non-compliance, humanitarian intervention and human rights, intelligence and international relations, conflict and conflict management, development studies, global health, and global social movements, as well as regional courses taught in partnership with the regional centres (e.g., CERES, Asian Institute).

Master of Global Affairs Program Requirements	
Course Number	Course Name
First Year	
GLA100H and 1001H	Introduction to the Institutions of the Global System
GLA 1002H	International Economics
GLA1003H	Global Civil Society
GLA1004H	Global Security
GLA1005H	Global Policy Analysis
GLA1006H	Decision Making and Strategic Thinking in the Global System
GLA1007H	International Public Law
PPG1002H	Microeconomics for Policy Analysis
PPG1003H	Macroeconomics for Policy Analysis
Summer of First Year	
GLA2008H (Required)	Global Internship
Second Year	
GLA2009Y (Required)	Capstone Seminar
Elective Courses (Subject to change year over year)	
MGT 1320	Financial Accounting I and II (Rotman)
MGT1212	Global Management Perspectives (Rotman)
GLA2010H	Global Ethics
GLA2011H	Cultures and Communities in Global Perspective
GLA2012H	Environment and Energy: The Global Challenge
GLA2013H	History of Globalization
GLA2014H	Canada's Historical Engagement with Global Institutions
PPG 1006H	Globalization and Internationalization of Public Policy
LAW225H	International Environmental Law
LAW278H	Law, Institutions, and Development
POL2240Y	Geopolitics of Information and Communication
SOC6514H	Social Ecology: Food in a Global Context

Faculty members

The faculty listing reflects the excellence, breadth and depth of faculty at University of Toronto with teaching and research expertise in the various elements of the MGA. Notably, the list includes a number of tenure-track or recently tenured faculty members in addition to internationally renowned senior scholars. This mix of junior and senior scholars bodes well for the future growth, energy and ongoing dynamism of the program. In addition to the core faculty, the program will bring in exceptional adjunct and visiting faculty. The Munk Centre, as well as the Canadian International Council with which the MGA will share a new building, are already magnets for distinguished visitors and affiliated members with a wealth of teaching and lived experience in international and global affairs.

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Bernstein, Steven	M	Political Science	Full
Brunnee, Jutta	F	Law	Full
Cameron, David	M	Political Science	Full
Deibert, Ron	M	Political Science	Full
Duranton, Gilles	M	Economics	Full
Friedman, Harriet	F	Sociology	Full
Gilady, Lilach	M	Political Science	Associate
Hoffman, Matt	M	Political Science	Full
Kirton, John	M	Political Science	Full
Klassen, Pamela	F	Religion	Full
Kokaz, Nancy	F	Political Science	Full
Nevitte, Neil	M	Political Science	Full
Orbinski, James	M	Medicine	Full
Pauly, Louis	M	Political Science	Full
Pruessen, Ron	M	History	Full
Stein, Janice	F	Political Science	Full
Wark, Wesley	M	History	Full
Wong, Joe	M	Political Science	Full
Wong, Wendy	F	Political Science	Associate

3 Students

Student affairs and services

All the usual facilities and services available to graduate students will be available to students in the MGA program.

Student conduct and discipline

The current University regulations will govern student conduct, both academic and non-academic, for this program. There will be no off-site locations, or joint endeavors outside of the University of Toronto's purview. The mandatory internship will be covered by a framework agreement between the University of Toronto and the sponsoring organization, setting out the policies and procedures to govern the employment of the intern and the preparation of the intern's research report. This agreement will conform to all relevant University policies regarding student conduct and research.

Student registration and information systems

MGA students will be registered in the School according to the standard registration and enrolment procedures for graduate students at the University of Toronto.