



University of Denver
Josef Korbel School of International Studies

Course Descriptions 2011-2012

2201 South Gaylord Street; Denver, CO 80208

Updated 08/1/11

Josef Korbel School of International Studies

2011-2012 Course Descriptions

INTS 4050 Statistics I (Skills)

Note: There is a \$75 lab fee for SAS is required for this course

This course serves as an introduction to fundamental and advanced concepts in statistics and probability. Topics include data collection, presenting data in tables and charts, summarizing and describing numerical data, basic probability, discrete probability distributions, the normal distribution, sampling distributions, confidence interval estimation and hypothesis testing. Emphasis will be on statistical reasoning, problem solving, computer applications and interpretation of results. Students who register for this lecture must also register for one “zero” credit lab breakout session as well. **(5 credits)**

INTS 4051 Statistical Methods II (Skills)

Prerequisite: INTS 4050 Stats I

This course is a continuation of INTS 4050 (Statistical Methods I), covering the fundamentals and primary methods of statistical inference. Topics include hypothesis testing, single sample and two sample tests, analysis of variance, chi-square goodness-of-fit tests, chi-square contingency analysis, simple regression and correlation, and multiple regression. Emphasis is on problem solving, computer applications and interpretation of results. Students who register for this lecture must also register for one “zero” credit lab breakout session as well. **(5 credits)**

INTS 4052 Statistical Methods III (Skills)

Prerequisite: INTS 4051 Statistics II

This course will serve as a continuation of Statistical Methods II. Topics include: multivariate analysis, correlational studies, discriminate analysis, logistic regression and factor analysis. Emphasis will be on running analyses on data and interpretation SAS output. A critical review of published articles will provide the skill set to interpret the statistical quality of others’ work. In addition, students will develop and write an empirical research paper using a rigorous analysis of the elements of formal research writing. SAS will be used in the course. **(5 credits)**

INTS 4054 Data Information Management

INTS 4056 Information Management in Humanitarian Crises

Accurate, reliable and timely data collection, processing, analysis and dissemination (four steps in information management) are critical for the effective implementation of both development and humanitarian programs. In humanitarian responses, there are numerous challenges to managing information in what may be a rapidly evolving situation. This course will introduce students to the theory of information management and its application in the humanitarian context.

INTS 4057-Statistics for International Affairs (Skills)

Note: Students are expected to have reasonably strong quantitative skills

This course serves as both an introduction to fundamental concepts in statistics and probability and an intermediate course in univariate analyses. Topics include data collection, summarizing and describing numerical data, basic probability, discrete probability distributions, the normal distribution, sampling distributions, estimation, measures of association, survey research methods, analysis of variance and regression and hypothesis testing. Emphasis will be on statistical reasoning, problem solving, computer applications and interpretation of results. **(5 credits)**

INTS 4141 Domestic/International Consequences: Drug War (IP/CP)

The impact of the drug war on both domestic and international politics is extraordinary. Now comprising 8% of international trade, this multi-billion dollar industry funds everything from war lords in Afghanistan to guerillas in the Andes. Issues of national security are shaped by the drug war and its impact on the future of development in new nations is great. While most courses on the drug war focus on the American domestic aspects of the problem, this course is holistic. The central argument of the course is that you cannot properly understand the drug war without knowledge of pharmacology; social, intellectual, and political history; criminology; economics; and international politics. We delve into all of these areas as we investigate everything from the drug war and the election of 2000, the history and nature of taboos, drugs, and the American legal system, to drugs and the war in Vietnam. For students of comparative politics, we will explore the myth of opium addiction in China and the strange relationship between drugs and communism in Asia as well as the relationship between drugs and the conduct of United States Foreign Policy. The course also features films from an extensive collection of drugs in the cinema. **(5 credits)**

INTS 4142 After the Fall: Russia and China (IP/CP)

With the end of the Cold War in 1991, many foresaw a world in which the United States would be the sole superpower for decades to come and its values would reign triumphant with the end of history. However, the rise of two former enemies (China and Russia) with different values and power has called this view deeply into question. This course provides an analysis of the historical rise of these two countries, their complex inter-relationship and likely interaction with the world and the United States in the decades to come. The student will leave the course with a much deeper understanding of the role that China and Russia will likely play in coming decades, and the implications for the political, economic, and cultural development of the global polity. The professor will guide students on an exciting and complex tour of the rise of China and Russia in the early twenty-first century. **(5 credits)**

INTS 4147 American Government and Policy Making (IP/CP)

This course will familiarize students with the basic structures and systems of American government and how they influence policy making and implementation. The course will be built around two themes. First, we will examine how governmental fragmentation affects politics and policy. In the US, there are multiple centers of political power and the interaction of those entities shape policy outcomes. Thus, the president must deal with an independent Congress and judiciary, the federal government must deal with state and local governments, and all levels of governments must deal with businesses and non-governmental organizations. The course will use some comparisons and other countries to illuminate these features, such as contrasting the American presidential system with the British parliamentary system. Second, we will examine how interest groups and institutional structures affect policy issues. Students will choose a policy issue early in the term and write a series of short papers relating the course materials to their issue. **(5 credits)**

INTS 4151 History, Culture, & Conflict (IP/CP)

In this course, I have chosen what I consider to be outstanding works of history which not only enlighten us on the topics addressed but are good models for historical writing in general. All these books, in one way or another, raise profound questions about the human condition. In this course, you will learn a great deal about slavery, witchcraft, and Nazis. As important, you will learn a great deal about interdisciplinary and comparative history, analysis, and style. **(5 credits)**

INTS 4183 Arms Control

This course will examine the international arms control regime. In studying arms control agreements, we will use a three-part taxonomy: quantitative and qualitative controls on armaments, regional or spatial limitations, and functional approaches. We'll examine various theoretical approaches to arms control, disarmament, and cooperative security. Given the central role played by the United States in the arms control process, we'll focus on its leadership of arms control efforts in the post-Cold War period, especially in relation to such issues as the global nuclear disarmament movement, U.S. nuclear policy, global fissile materials control, the proliferation of weapons of mass destruction, and the weaponization of the global commons. **(5 credit hrs)**

INTS 4184 Cost- Benefit Analysis (IPE)

Cost Benefit Analysis (CBA) is an assessment method that quantifies in monetary terms the costs and benefits of alternative public policies, programs, or projects. After taking this course students will be able to design and carry out cost-benefit analyses and cost effectiveness analyses. This course will cover the conceptual and microeconomic foundations of cost-benefit analysis as a public decision making tool. However, the main focus of this course will be on the practical steps and techniques involved in an actual cost-benefit analysis. Students will learn practical methods of market and non-market valuation of benefits and costs of the proposed public policies, programs, and projects. Students will learn how to discount future streams of costs and benefits so as to measure and compare the net social benefits of alternative public policies, programs or projects. In this course, students will learn practical ways of recognizing and dealing with risks and uncertainties in the valuation of benefits and costs of alternative public policies, programs, or projects. Students will be able to carry out sensitivity analysis to show the sensitivity of the results of the benefit-cost analysis to changes in the values of critical variables. Some selected case studies of cost-benefit analyses will be used to enable students to learn and apply various concepts, principles, theories, and methods in conducting cost-benefit analyses. Students who take this course for 3 credits will be required to design a Cost-Benefit Analysis. Students who take this course for 5 credits will be required to design and complete a Cost-Benefit analysis. **(3 or 5 credits)**

INTS 4185 Environmental Impact Assessment (IP/IPE)

Environmental Impact Assessment (EIA) is a process that uses a systematic, holistic and a multi-disciplinary approach to assess the potential impacts of planned public policies, projects or programs on the biological (ecological), physical, chemical, cultural, and socio-economic components of the total environment in advance, thereby allowing avoidance and/or mitigation measures to be taken. After taking this course students will be equipped to carry out environmental impact assessments and prepare documents called Environmental Impact Statement (EIS) and Environmental Assessment (EA) as a contribution to the sustainable development planning and decision-making process. Students will learn about the following key steps of the EIA process – project screening, scoping, consideration of alternatives, description of the project and the environmental baseline, identification and prediction of potential key impacts of a planned project, assessment and evaluation of the significance of impacts, and identification of measures to mitigate potential negative impacts of the planned project on the environment. Students will learn about the methods of economic valuation of environmental impacts. Students will understand and appreciate the importance of and the methods of consulting and involving people at various stages in the EIA process in order to ensure the quality, comprehensiveness and effectiveness of environmental impact assessments. Some selected case studies from developed and/or developing countries will be used to illustrate various methods and procedures applied by EIA practitioners at various stages of the EIA process and to prepare EIA reports (i.e., EISs and EAs). Students who register for **3 credits** will be required to design an EIA or EA. In addition to the above, students who register for **5 credits** will also be required to complete an EIA or EA. Students who register for **5 credits** will also learn about the EIA systems in developing countries, transboundary EIA, incorporating risk and uncertainty in EIA and Environmental Risk Assessment, Strategic Environmental Assessment (SEA), and environmental monitoring, management and auditing. **(3 or 5 credits)**

INTS 4210 Multinational Corporations (IPE)

The emergence of sweeping new legal rights for Multinational Corporations (MNCs) in relation to their foreign direct investment and cross-border trading activities under the avalanche of bilateral investment treaties negotiated in the last few decades and under multilateral conventions such as NAFTA represent what many have termed "revolutionary" changes in the nature of state sovereignty as it relates to state-investor relations. That expansion of investor/MNC rights in relation to state sovereignty has thus seemingly reached a point calling for a re-examination of the nature and appropriate scope of MNC rights, as well as the nature of MNE accountability and responsibilities which are the flip side of such rights. This course will explore (1) the evolution of MNC investor rights in relation to both developing and developed states, (2) the new wave of "foreign direct liability" litigation attempting to hold parent companies legally liable for negative environmental, health and safety, labor or other human rights impacts associated with operations of their affiliates in developing countries, and (3) one of the most pressing new global governance issues, which is whether and how multilateral consensus can be reached on an appropriate standard of corporate responsibility for MNCs and on how that standard can be enforced in order to regulate the environmental, labor, and human rights impacts of foreign direct investment by MNCs effectively and appropriately. **(5 credits)**

INTS 4303 Econometrics for Decision-Making I (IPE/Skills)

Learning Objectives for this course will be: Define econometrics and describe its link to economic theory; use and interpret standard techniques for using binary variables on both the left and the right hand side of the equation; explain the importance of and conditions necessary in instrumental variables estimation; use the knowledge to read, analyze, and evaluate empirical research; collect, organize, and summarize statistics of a data set and estimate regressions using Stata; demonstrate the skills above by proposing a hypothesis, collecting the data necessary, and then use regression analysis to test the hypothesis. **(5 credits)**

INTS 4304 Econometrics for Decision-Making II (IPE/Skills)

Prerequisite: INTS 4303 Econometrics for Decision-Making I

This is a follow up course for Statistics sequence and Econometrics I. The purpose of this course is to critically review the classical regression models and introduce students to some more recent models in order to analyze data and test relevant hypotheses in economics, IPE and related social science disciplines. The course will provide students with the tools necessary to conduct and critically evaluate empirical analysis in these fields.

INTS 4310 International Trade (IPE)

An intermediate course analyzing the patterns, causes and consequences of international trade. Examines classical, neo-classical, and new trade theories, and explores various critiques of these traditions. Topics include historical trends in trade flows and trade regimes, trade and development, the gendered causes and effects of trade, the debate over fair trade, the effects of trade on inequality, terms of trade of developed and less-developed countries, and the emergence of China as a trading power. Prerequisites: micro economics. **(5 credits)**

INTS 4318 Applied Research in International Economics (IPE)

Note: This is a six-week course

This course intends to review main arguments in International Economics, and finds ways to test these hypotheses in the real world. The main purpose is to have students do collection of secondary data, get acquainted with the data sources, carry out a research project, and present the research finding to the rest of the class. Topics covered will include, but not limited to measurement of economic development, effect of international trade on economic growth, Balance of payments, effects of foreign direct investment on economic development, capital inflows and outflows and currency crises. Data sources will come from IMF, World Bank, OECD, Asian Development Bank and US government publications. **(3 credits)**

INTS 4320 International Monetary Relations (IPE)

Prerequisite: B- or better in undergraduate course in Intro to Macroeconomics or Int'l Economics.

The subject of this course is the theory, policy, political economy and history of the international organization of money and finance. International financial theory or "open economy macroeconomics" is based mainly on macroeconomic tools of analysis. For this reason, a familiarity with Macroeconomic Theory is a prerequisite for this course. All students must have successfully completed a course in Introductory Macroeconomics or International Economics at the undergraduate level. Open economy macroeconomics deals with balance of payment and exchange rate dynamics in an open world economy, as well as with the effectiveness of (and constraints on) macroeconomic policy under conditions of globalization and floating exchange rates. In addition to studying the formal theory of open economy macroeconomics, we will examine the history and political economy of international financial regimes. Here we will focus on the effects of international financial arrangements on investment, unemployment, inflation, income distribution and class conflict in advanced capitalist economies and, through international financial arrangements, on developing economies as well. We will also place the theoretical issues raised in the course in the context of three contemporary policy issues in international finance. The class will have the option of selecting to focus the final three weeks of the course on any three of the following eight issues: 1) the causes of currency and financial crises (in general); 2) contending perspectives on causes and lessons of the Argentine financial crisis of 2001-02; 3) the debate over policies to prevent international financial crises; 4) currency unions and regional monetary systems with a case study of the European Monetary System; 5) responses to financial crises: "bailing out" or "bailing in;" 6) international financial institutions and financial governance with special reference to the International

Monetary Fund; 7) the macroeconomic and regulatory challenges associated with derivatives and hedge funds; or 8) the U.S. dollar, Asian financial power, and official reserve imbalances. **(5 credits)**

INTS 4324 International Political Economy (IPE)

Note: PhDs taking this course will attend a separate “0” credit lab breakout session

This course provides an introduction to the field of International Political Economy (IPE). I define the field as the investigation into the political origins of international economic arrangements. In the spirit of uncovering the political forces that underpin international economic arrangements, the course surveys a number of critical issue areas, including international trade, international finance and the sources of structural change in the global economy, among others. Through many of the seminal works in IPE, the course will also assess the current economic crisis, its origins, the reasons for its global character, and its possible long-term consequences. Before embarking on an exploration of international economic arrangements, however, the course asks a more fundamental question, which is: What drives human behavior? Economics, political science and sociology tend to answer this question differently. The assumptions analysts make about the basic issue of human motivation in turn affects what kinds of research questions they are likely to ask, the methods they use and the conclusions they draw. Thus learning to identify any research project’s underlying assumptions as one way of assessing a study’s strengths and weaknesses is a core objective of the course. Fields: International Political Economy. **(5 credits)**

INTS 4327 Advanced Issues in International Political Economy (IPE)

This course examines the spread of global capitalism in the late 20th and early 21st centuries. Although recent economic phenomena are frequently characterized as features of “globalization,” we will go beyond an assessment of increased cross-national interactions. Rather, the focus will be on the apparently growing willingness of states to choose privatization, liberalization and denationalization in the economic sphere. It is possible that the elevation of the market since the 1970s has signaled the end of the liberal compromise that was struck at the close of World War II and that allowed at least the advanced industrialized states to protect their populations against economic downturns. Whether this is the case will be a central theme throughout the quarter. The bulk of the course deals with processes, most of which originate in Western Europe and North America, but that have global effects. We begin by exploring the origins of international capital mobility and then assess one possible domestic political consequence of it, namely the spread of an anti-inflation orthodoxy and the institutionalization of central bank independence. Next, we will take stock of the state of international trade and the degree to which it has truly been liberalized. We will also explore some possible causes of the turn to freer trade. Also under “processes,” we will read competing accounts of why states have increasingly chosen privatization, liberalization and denationalization in everything from the way they fund their pension systems to their methods of organizing finance. In this connection, the course covers international institutions and assesses the extent to which they have successfully **(5 credits)**

INTS 4328 European Post Communist States (IP/CP)

This course examines post-communist transition, the process of EU enlargement, and the prospects for integrating East and West. Europe’s recent transformation raises a number of critical questions concerning variation in democratic and economic outcomes across post-communist Europe, the relationship between democratic governance and free market enterprise, and the geo-strategic underpinnings for creating a sustainable peaceful European order. In keeping with those themes, the course will examine the literature on the politics leading up to the revolutions of 1989, study competing approaches to understanding transition, explain a wide variety of political and economic outcomes, and consider the prospects for enduring European integration and in the aftermath of EU enlargement. Because the course poses several puzzles, we take an eclectic approach that draws on both the comparative politics and international relations literatures. In this connection, we address multiple dimensions of transition and integration – political economic, and geo-strategic. Together, these readings and meetings will provide participants with a clear sense both of how individual states have fared in the transition and shy, and the implications of continuing integration for the changing balance of power within Europe and globally. **(5 credits)**

INTS 4330 International Business Transactions (IPE)

The objective is to provide students with the integrated base of theory and practical skills essential for the conduct of global business transactions, including an introduction to the complex and interrelated mix of business, economic, political and legal developments and structures which must be understood in order to succeed in today's international business or legal arena. **(5 credits)**

INTS 4332 Data Analysis and Development (CP)

Prerequisite: INTS 4051 Statistical Methods II

The purpose of this course is to help students become discerning consumers of data analysis as practiced by scholars, policymakers, practitioners, and activists in the field of international development. Texts and electronic databases will be used to illustrate how international development theory and policy issues become translated into the concepts, research questions, quantitative and qualitative research methods and reporting that ultimately provide informational tools for policymakers and practitioners. Students will critique and evaluate data sets, analyses, and discussions of methodologies within the UN, The World Bank and other development agencies. Students will also critique data analyses and discussions of methodologies presented in leading journals on a wide range of development issues. Students will examine: (1) the meanings, usefulness and limitations of economic, social, and environmental "indicators" used by international development agencies and analysts; (2) the appropriateness of various quantitative and qualitative procedures for investigating particular research questions; (3) interpretations (and over interpretations) placed on reported results; and (4) how organizations produce and use data for policymaking, programming, and public relations. **(5 credits)**

INTS 4333 International Project Analysis (IP/CP/Skills)

The principal objective of this course is to provide students with a broad perspective of the many considerations that should be taken into account when proposing and evaluating international development projects and programs. Since projects are key building blocks of much development work today, it is important that those planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations have an understanding of the project cycle and how to assess the feasibility and outcomes of various development interventions. The course will cover the traditional project cycle that includes identification, preparation, appraisal, implementation, and evaluation stages, as well as the learning process approach used in capacity building projects that rely more on participatory methods for development interventions. The course will address the identification of risks to achieving desired outcomes through the analysis of potential economic, environmental, financial, institutional, security, social, and technical aspects of proposed projects and programs. Small student teams will use the knowledge gained in the course to produce a program proposal for a development intervention. The course will also address the use of a design matrix to set up the evaluation of a project and how to develop supportable findings, conclusions, and recommendations that can be effectively disseminated to the project stakeholders. **(3 or 5 credit hours)**

INTS 4339 Microfinance (IPE/Skills)

Microfinance has been hailed as one of the most effective tools for combating poverty around the globe. As an international development strategy, it represents a major shift from "top-down" to "bottom-up" approaches and has revolutionized how government institutions and philanthropy approach poverty alleviation and economic development. It also continues to be a model of social entrepreneurship, bringing creative business strategies and tools to complex social and economic problems. This course provides an overview of microfinance today, including its leading institutions, unique characteristics, and current challenges. This is a demanding class using a case-based approach with weekly assignments and a focus on both the principles and practical realities of microfinance. We will also address key financial elements of microfinance (including loan structuring, delinquency, financial performance analysis, and financial statements of Microfinance Institutions). The readings and cases will be supplemented by occasional guest speakers. **Goals:** Introduce students to microfinance as a development strategy and social business innovation; provide profiles of major microfinance organizations and highlight their design, operations, and management challenges such as rapid growth, institutionalization, and impact evaluation; encourage critical thinking about microfinance's strengths and weaknesses, current challenges, and how to evaluate microfinance organizations as a development investment. **(5 credits)**

INTS 4341 Illicit Markets in Latin America (IP/CP/IPE)

This course examines the rise of transnational illicit trade in the western hemisphere particularly in illegal drugs, arms, and human beings. We begin by considering theories of causation including the structural and institutional legacies of colonial rule, hegemonic influences, and the contemporary consequences of globalization and neoliberal policy. We then turn to the structural, institutional and normative aspects of illicit networks and the various impacts of trafficking in countries of origin, transit and consumption. Finally, we look at strategies for addressing illicit trade and related developments including nation-state level security measures, the role of international organizations such as the U.N. and the OAS, the role of economic interests, and the impact of political, social, and cultural movements.

INTS 4342 Project Management (IPE/Skills)

The principal objective of this course is to help students identify and develop the skills necessary to be a successful project manager, particularly for organizations working on international development projects. These organizations would include multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations. Project management is the application of knowledge, skills, and techniques to project activities in order to meet or exceed stakeholder needs and expectations from a project. A project is unique in that it has a definite beginning and so sort of definite end. A program is really a group of projects managed in a coordinated way to obtain a common purpose. Project management often involves multidisciplinary teams and, in international development, they will involve multicultural teams working in diverse settings. The common thread is the use of internationally recognized management approaches to move workflow smoothly between phases, allocate tasks effectively, track project milestones, and prevent project delays. In this course, students will also be exposed to project management software that will be used in preparing a project plan for a hypothetical international development project. Moreover, students will gain knowledge of the terms, techniques, and methods that would need to be learned to eventually become a certified project manager. **(3 or 5 credits)**

INTS 4345 Art of Forecasting (IP/IPE)

Exploring alternate futures is an essential part of policy analysis these days. The objective of this course is to introduce the students to forecasts and forecasting methodologies in support of informed decision making in both the public and private sector. We shall examine well known global forecasts and survey various steps and techniques working behind such forecasts Participants will develop and present their own forecast in an area of their interest by the end of the course. All students must have computer access and basic skills. Ideally, students should have their own computers and there will be several sessions in which use of laptop computers in the classroom would be helpful. Statistical skills are useful but not required. **(5 credits)**

INTS 4349 Comparative Public Policy & Finance (IPE)

This course aims to provide an in-depth treatment of the question “why do the size, form, financing, and distributive outcomes of government differ so greatly across nations?” Since the Second World War, advanced industrial countries have seen the size of government expenditure grow considerably: they now tax and spend on average at twice the level of the early 1950s. Governments now intervene in many areas of the economy and civil society that were once regarded as the exclusive domain of private interests. While ‘big government’ has become a feature of all countries (even the United States which is typically seen as the most market-oriented of all market economies), the speed and extent of this transformation has been far from uniform: some countries have developed all-embracing social systems of ‘cradle-to-grave’ welfare, based on high levels of taxation, while others remain more ‘liberal’ in orientation, consigning social policy to a mix of private responsibility and minimal public intervention. In most countries, government spending programs have contributed to a reduction in levels of poverty and inequality; but they vary massively in the extent to which those goals have been achieved – or, indeed, are deemed desirable. We aim in this course to provide answers to the following specific questions: (a) can we identify different families of nations which share common dispositions towards taxing, spending and the orientation of government intervention?(b) what matters most in accounting for differences in government spending and welfare between countries: processes of socio-economic transformation, political institutions or political ideologies?(c) what explains different public policy choices: social coalitions (i.e. the balance of power and influence between classes), institutions (i.e. unitary versus federal structures, proportional versus majoritarian systems of representation), or ideas about the appropriate role of government?(d) how precisely are social and other government programs paid for, why and how do tax systems vary in providing state revenues, and what are the distributive consequences of these differences?(e) how precisely are goods such as pensions and social security, healthcare and family

support provided in different countries? (f) does globalization constrain government policy choices and restrict the scope for differences in levels of taxation and spending priorities between nations; or has a new 'market ideology' spread across all OECD countries, producing an ongoing and fundamental shift in the balance between state and market and in the nature of public finance? **(5 credits)**

INTS 4350 Economic Development (IPE/CP)

This course will start with a review of the concepts of development in general, economic development in particular. It will include a critical review of the classic and contemporary theories and models of economic growth, development, and underdevelopment. The empirical evidence in the case studies from selected journal articles and book chapters will illustrate the application of these theories and models in the real world. The strengths and weaknesses of these theories and models in predicting and explaining economic development and underdevelopment in the developing nations will also be discussed. Students will critically analyze the challenges, problems, achievements and issues related to poverty and inequality in the context of economic development and the role of education, global health, global security, agriculture, international trade and globalization, institutions, social capital, and foreign finance, investment, and aid in economic development. **(5 credits)**

INTS 4353 Sustainable Development and the Environment (CP)

The linkages between social change, economic change and alterations to ecosystems have been apparent, if not overtly acknowledged, throughout history. It was not until 1987, however, with the publication of *Our Common Future*, that such linkages were couched in terms of development and explicitly placed on the international development agenda. The idea appears simple – environmental change, patterns of social change and economic development, social and political factors operate together and impact local, national, regional and global ecosystems. But impacts of the change in any one sector are seldom confined within national boundaries. How then does one address environmental issues across different regulatory, political, institutional, and geographic scales? This course examines the connectivity between diverse elements of our planet's ecosystem, explores how a change in one element can have immediate and long-term impacts across local and global territories, and looks at strategies to create greater harmony across environmental, social, political, and economic interests. **(5 credits)**

INTS 4355 Advanced Issues in the Political Economy of International Monetary Relations (IPE)

Prerequisite: INTS 4320 International Monetary Relations

This seminar focuses on new areas of research and policy debate in the international and domestic political economy of the monetary system. The topics to be discussed include the following: the role of power, ideology and conflict in the global financial system; the political economy of sovereign risk and credit rating agencies; the political economy of sovereign wealth funds; the future of territorial currencies; the implications for state power and policy effectiveness of offshore finance, virtual monies and money laundering; and the efficacy of strategies involving the accumulation of high levels of official reserves. The material in this seminar assumes that students already understand the workings of the international financial system. **(5 credits)**

INTS 4362 Gender and Health (CP)

This course is designed to help students enhance their ability to address the social and cultural factors that influence the design, delivery, reception, and effectiveness of international health programs. A primary goal of the course is to familiarize students with some of the health care policies and programs designed at the international and local level. This approach is intended to provide the background necessary for students to be able to identify how both micro and macro systems of power influence the design, delivery and uptake of health programs. This course will introduce students to theories of gender and health by examining international health inequalities. Gender is defined broadly to include a special focus on women and reproductive health as well as men, masculinity and health. The course will cover important topics such as sex and gender differences in health; gender and HIV/AIDS; and gender, political conflict and health. **(5 credits)**

INTS 4364 Global Poverty and Human Rights (IP)

This course will probe in depth the many dimensions of global poverty and human rights and well-being of people around the world. Three particular areas will be emphasized and explored in detail. The first is the exact dimensions and extent of globalization. The second is the exact nature of another complex concept called poverty. The third area explores the connections between globalization, poverty, and human rights. After rigorous discussion of the conceptual foundations, we will focus on the UN millennium development goals for poverty reduction in particular. At the end we will be able to explore the analytical foundation of alternative policies, strategies and evaluate these for formulating alternative strategies addressing human rights issues and global poverty reduction. **(5 credits)**

INTS 4367 Global Health Affairs (Theory & Practice) (CP)

This course is designed as an introductory survey course for all students interested in the intersection of international affairs and global health. Pressing global health issues are analyzed as they intersect with security, international development, global economy, human rights, and conflict management. The course is taught in two-week modules-Health and Security; Health and International Development; Health and Global Economy; Health and Human Rights; and Health and Conflict Management-with the first week of each two-week block attending to theory, the second week attending to a case study. This course will be especially useful for students not necessarily interested in a health concentration for their degree but who desire to learn about where health issues “fit” in the larger schema of International Affairs. **(5 credits)**

INTS 4368 HIV/AIDS in International Affairs (IP/CP)

This course is designed to provide in-depth analysis of HIV/AIDS as a global health security threat and is for all students interested in HIV/AIDS as both an epidemiological phenomenon and a security issue. Upon completion of the course, the students will be understand 1) the concept of global health security; 2) HIV/AIDS as an epidemiological phenomenon; 3) the political and economic costs of HIV/AIDS; 4) the political, economic, and social contexts of HIV/AIDS in specific regions of the world. Class meetings are conducted primarily as seminars. Brief lectures are presented during the three-hour seminar, but the success of the seminar is dependent upon the student's solid pre-class preparation (reading assigned texts, preparing discussion papers) and active in-class student participation. **(3 or 5 credits).**

INTS 4370 Political Economy of Globalization (IPE)

Note: This course is aimed at GFTEI and IPE students, and although it is not restricted to them, it does assume a certain level of acquaintance with basic economic concepts.

The main purpose of this course is to understand the process of globalization and its implications both conceptually and empirically. The concept of globalization will be studied rigorously by looking at the many dimensions of globalization that are often not distinguished properly. Particular emphasis will be given to trade, finance and distributional issues. This will lead us to confront concrete issues such as the actual creation and distribution of wealth in the world and its impact on people and environment in both advanced industrialized economies with complex financial institutions and the so-called developing societies. Here recent developments in the 'capabilities' approach by Amartya Sen and others will serve as the starting point for discussing issues of the effects of global wealth creation process on well being, poverty, human development and ultimately freedom in all parts of the world. The essential unevenness of the globalization process and its impacts will become clear in this way. **(5 credits)**

INTS 4372 Theories of Global Political Economy (IPE)

This discussion seminar will investigate several contemporary approaches to political economy, ranging from institutionalism to Marxian, anti-essentialist and (postmodernist) feminist thought. Rather than attempt to survey quickly a lot of literature, we will read very carefully four important and provocative texts that present a range of perspectives with which I suspect most students are largely unfamiliar. Though these readings are quite abstract, the purpose of this engagement is to prepare students to engage theoretical, applied and policy matters in a sophisticated way. This course will require frequent writing assignments that require students to explore carefully one or more themes that appear in the literature that we investigate. **(5 credits)**

INTS 4378 Terrorism, Transportation and Homeland Security

INTS 4379 Gender, Environment and Development

This course is concerned with how and why gender matters in producing environmental, economic, social, and health outcomes of planned and unplanned development. It is also concerned with gender as a human rights issue and the equity and ethical dimensions of environmental and related economic planning. Beyond these practical implications of gendered environments, the course will engage theoretical and ideological underpinnings for the gendered structures of environmental control and management encountered in a wide range of physical environments. The course also takes an explicitly ecological or holistic approach. We will examine interactions between structural and ideational factors that comprise and construct gendered environments. We will also integrate analysis of the physical environment with overlapping social, economic and political systems and with human health outcomes. If we were looking for a label for this approach, it could be called “gendered political ecology.” We could also use a term coined by Dianne Rocheleau and others, “feminist political ecology,” which suggests the need to examine the structural and cultural bases for observed inequalities – not simply differences – in men’s and women’s responsibilities and control of resources, together with the varying forms of agency, strategy and tactic deployed by women (often in partnership with men) to redress these inequalities and address environmental problems. This is a policy-oriented course and we will derive implications for varying policy arenas from each of the gendered political ecologies we engage. The course project offers each student an opportunity to analyze policy alternatives and to propose policy based on individual interests.

INTS 4382 Environmental Economics (IPE/CP)

This course examines economic perspectives of environmental and resource problems, ranging from hazardous waste disposal, to air pollution, to global warming. Topics include the property-rights basis of polluting problems, environmental ethics, benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. **(5 credits)**

INTS 4384 Middle East and US Security (IP/CP)

The Middle East has long been an area marked by political violence and instability. Its conflicts have ranged from military coups (Turkey, 1960, 1980) to revolutions (Iran, 1989), civil wars (Lebanon), regional conflicts (Arab-Israel, Iran-Iraq) and wars involving such external actors as the U.S., Europe, and Russia (the 1956 Suez Crisis and the Gulf War). However, the Middle East is also a region with a rich history and culture that is undergoing rapid social, economic, and political change. The U.S. has been a major force in the politics of the region. Now it is the target of terrorist attacks that originate in the Middle East. Why is this the case? Why do so many Muslims regard Osama bin Laden as a hero? Why do many Arab rulers fear him? Why does he hate the U.S.? Has U.S. policy towards the Middle East, especially its support of Israel, created the present situation? What are the implications of Islamic terrorism for the safety and security of the U.S.? What policies should we adopt to deal with the terrorist threat? These are the kinds of questions that we shall try to answer in this course. **(5 credits)**

INTS 4391 Financial Management and Fundraising in Non-Profits (IPE/Skills)

Non-profit organizations have a long history in the U.S. This “third sector,” to distinguish it from the for-profit and governmental sectors, continues to grow in our society, becoming an ever-stronger participant in our economy and life. In addition, the influence of non-profit organizations in the U.S. is steadily increasing on the international level and other countries are seeing the value of establishing non-profit organizations within their own boundaries to address local issues. The management of non-profit organizations differs from the management of for-profit and government organizations in some very significant ways. Also, the financial support for organizations in this sector largely comes from voluntary contributions of individuals, companies, and foundations – a concept foreign to the other two sectors. As a result, working and especially becoming a leader in the non-profit sector demand a thorough understanding of both management and fundraising in this sector. This course endeavors to provide this understanding. Following conceptual orientations to these topics, emphasis will be placed on practical “how-to’s” and skill building in these processes and methods common to non-profit organizations of all sizes. **(3 or 5 credits)**

INTS 4394 Non-Profit Management: Issues & Techniques (IPE/Skills)

Prerequisite: INTS 4391 Financial Management and Fundraising in Non-Profits

Note: This seminar is capped at 15 students

This course is designed to complement INTS 4391, "Fin. Management and Fundraising in Non-Profit Organizations." While INTS 4391 concentrates on "hard" management issues, such as the legal and financial foundations of non-profit organizations and the fundraising that supports them, this course will focus on several "soft" management issues, such as organizational vision and mission, strategic planning and goal setting, leadership, and the coordination of both staff and volunteers. Success in these "soft" management areas distinguishes one non-profit organization from another and leads to growth, stability, and eventually mission achievement. The first half of the course will provide a strategic perspective on non-profit management, beginning with the development of vision and mission statements and moving on to the development of effective plans, goals and strategies designed to achieve the organization's mission. Included here will be the development and implementation of appropriate evaluation mechanisms intended to demonstrate organizational success, or lack thereof, to both internal and external participants and other interested parties. The second half of the course will focus on the effective recruitment, organization, supervision and coordination of the people employed by non-profit organizations to carry out their missions. These people are both paid staff and non-paid volunteers. Emphasis here will be placed on the many practical considerations that lead to a positive work atmosphere, a sense of teamwork, stability, productivity, and goal achievement. An important part of the course will be preparation by the student of a report of the functioning and performance of an actual non-profit organization in the community. This will be a team report prepared after a real consultant experience of 6 weeks duration with a non-profit organization in the community. In summary, course objectives are to enable students to understand what it takes to be effective staff leaders in non-profit organizations and to give them the practical skills necessary to become those effective leaders. **(5 credits)**

INTS 4396 -Education and Development (IP/CP)

This course examines the powerful role of education in driving national and global development. The course focuses on four primary topics. Firstly, it begins with an overview of the bright spots and weak spots in global education ranging from the rising knowledge economies of Asia to the challenges of implementing basic education in Africa. Secondly, it examines how education contributes to personal, community, national, and global development. Thirdly it explores how and why some countries have been more successful than others at developing national education systems. Lastly, it examines education policy in comparative perspective with regards to issues including education finance, curriculum, and school administration. While this course focuses primarily on the development of formal elementary and secondary education systems, it also sheds light on the promotion of higher education in developing countries. **(5 credit hrs)**

INTS 4397 Environment and Human Well-Being (CP/IPE)

This course will explore the role that the environment plays in determining human well-being. It will introduce the student to different conceptions of human well-being and environmental services, and look at how frameworks are being developed and used to extend and structure our understanding of the relationship between the two. The implications of this increasing understanding will be explored in the context of current scientific and policy debates. **(5 credits)**

INTS 4422 International Health Organizations & Actors (CP)

This course introduces students to the international health "players." Weekly seminars provide an orientation to organizations like the World Health Organization, World Bank, the United Nations, Food and Agriculture Organization, bilateral organizations (e.g. USAID), health Non-Governmental Organizations (e.g. Catholic Relief Services), international health foundations (e.g. Bill and Melinda Gates Foundation), and transnational corporations (e.g. pharmaceutical companies). As an organizational pedagogy, the course analyzes these organizations in the multiple contexts of the global, national, and local systems within which they operate. **(5 credits)**

INTS 4423 Health Data for Decision-Making (CP)

This course addresses the multiple ways health data are generated and used by international health professionals. Emphasis in this course is on both “ways of knowing” and current “best practices.” Students taking this course will learn basic terminology (e.g. “evidence-based practice,” “incidence,” “universal precautions”) as well as health data calculations and methodologies used in international health venues. The course is designed to not only impart an understanding of terms and practices, but also to impart the ability to evaluate methodologies for their applicability, strengths and weaknesses in relation to international affairs dilemmas of which health may be a component part. **(5 credits)**

INTS 4428 Political Economy of Human Rights (IP/CP)

What does one mean by human rights? What can be the political economy of such rights? These are the two central questions that we will explore in this course. The goal is to understand the underlying social, political, and economic processes that led in an evolutionary sense to the present human rights discourse. The nature and implications of economic rights will be given special attention. In particular, the implications of such rights for human wellbeing in both advanced capitalist and developing economies will be studied. The social capabilities approach to rights developed by Amartya Sen and others will be extended to the understanding of human rights. **(5 credits)**

INTS 4435 Health & Development (CP)

Health and development are held to be symbiotic in the production of economic and human well-being. However, the concept of health varies across context, institutions, geographies, and scale. This course will focus on the meaning, measurement, financing and delivery of ‘health care’ and the interaction of human well-being with other aspects of development. This course will explore dominant models of health and development, what assumptions inform these models, and who is left uncared within the development focus. Macro-level embodiment will be contrasted to the meaning of health within a local context. The exchange between development policies and health interventions will be explored. As the class moves between world-and local-views, we will explore how the same illness can have many causes –from microbes to structural violence. **(5 credits)**

INTS 4447 Chinese Foreign Policy (IP/CP)

This seminar course seeks to provide conceptual tools and factual bases to help students understand/explain the transformation of China's role in the global stage. We will discuss the historical roots of China's contemporary foreign relations, the domestic and international sources of China's foreign policy-making, and China's relations with major powers, particularly the U.S. and Asia-Pacific countries. **(5 credit hrs)**

INTS 4453 Political Economic Development in Latin America

This is a study of the historic and contemporary issues in the political economic development of Latin America. We will consider various theories of political economy including dependency, hegemonic stability, class conflict, neoclassical economic theory and the study of institutions and international regimes. Each approach is illustrated through an examination of a historic issue in development – patterns of land ownership, the role of the military, the rise of revolutionary politics, neoliberal development and the promotion of democracy. We also will consider specific topics in political economic development in the last three decades or what is often called the “global era.” These topics include the emergence of “uneven” development, the rise of social movements and role of civil society, transnational migration, the rise of illicit networks of trade and U.S. foreign policy considerations.

INTS 4460 China's Rise: Revolution, Nationalism, Communism, and Liberalism (IP/CP)

This course examines the political development of the People's Republic of China and the politics of post-Mao economic and political reform. The course starts by analyzing the rise of the Chinese communist revolution and goes on to the state and nation building under the communist rule, major political-economic events in the PRC history (the Hundred Flower Campaign, Great Leap Forward, the Cultural Revolution), political institutions and policy-making, and explain political dynamics of post-Mao economic reforms and democratic perspectives for understanding contemporary Chinese politics. **(5 credits)**

INTS 4465 Population, Society & Development

Population issues are the Swiss Army Knife of the foreign policy toolkit: in a pinch, they can be handy for almost any purpose. This course will subvert the raw manipulation of demographic factoids with a critical understanding of the moderate but significant role of population in determining the fates of our planet and society. In the process, we may also gain a clearer picture of the ideology behind the clichés and their often dreadful consequences for human well-being. As a methodology, demography is the study of vital events – birth, death, marriage and migration and their effect on the size and composition of populations. We will cover demographic measurement and change and attempt to connect the concept of population composition (particularly in terms of age) to the production, consumption and exchange of resources and power within and between populations. We will apply our demographic understanding to a range of social problems including development, environmental degradation and conflict. Throughout the course the role of identity and solidarity will be explored.

INTS 4468 Politics of Development (CP)

This course provides an overview of how politics and governance can fail or succeed in achieving the aim of promoting national development. It begins with a discussion of what "national development" means as a concept and explores several classic theoretical models of development. It then covers the basic functions of sovereignty, law, civility, secularism, and political parties. It also explores the role of de-colonization and administrative upgrading to effectively promote taxation, infrastructure, public safety, and industrialization. In addition to considering the role of the state in facilitating competitive markets, technological development, resource accumulation, and basic human rights we will also look at the important roles of leadership, women and children, culture, civil society, and democracy. **(5 credits)**

INTS 4483 Practical Applications in Global Health (CP)

The purpose of the course is to be deployed to a field situation as realistically as possible given our location in Denver. A heavy emphasis is placed on program design, real implementation issues, and presentation at the field level. No prior field experience is necessary to attend or to complete this course. The student will acquire practical knowledge about the following areas of actual health program design and management in the field: research and preparation, creation and development, and implementation and presentation. Students will develop detailed field perspectives, analyze the global implications of their programs, and examine their contribution to the “science of service.” Current international health scenarios such as hygiene and environmental sanitation, microfinance, malaria control, child soldiers, and humanitarian relief will be utilized. The intent is to develop a solid understanding and to practice the usage of tools and skills currently being used by various international and domestic programs. **(3 credits)**

INTS 4484 Agriculture in International Development & Global Security (IP/CP)

This course will critically analyze the role of agriculture in food security, poverty alleviation, and sustainable development in developing countries. It will also analyze the changing role of third world agricultural development in international relations, global health, global security, sustainable development and global environment. Other topics covered in this course will include the role of women in agriculture and international development; human rights; food safety, agrifood globalization and the role of agrifood MNCs; the role of microcredit in agriculture; improving small farmers’ access to local and global markets and market information; regional trends in global food economy; and policy analysis in agriculture. Both theoretical and empirical evidences will be used to analyze the multifunctionality of agriculture and its interlinkages with international development and global security. Case studies from selected countries in various regions of the world will be used to analyze these roles and interlinkages. **(5 credits)**

INTS 4492 Health and Humanitarian Aid (CP)

The Sphere Project defines the following issues as key sectors in humanitarian emergencies with minimum standards set for each: water supply, sanitation, and hygiene/environmental health; food security, nutrition, and food aid; shelter and non-food items; health and health services; communicable and non-communicable diseases. Drawing on this division of key sectors, the course will be divided into modules based on each, with particular attention as to how each of these sectors directly and indirectly impacts health. We also practice rapid assessment techniques and highlight issues and programs relating to reproductive health and mental health. Regardless of the sector of humanitarian response in which you aim to work, knowledge of the basic Minimum Standards, language, and priorities of the main sectors and the inter-relationships with health is essential. This course aims to examine current organizational standards such as the Sphere Project, best

practice scenarios from ICRC, IRC, MSF and many other humanitarian organizations, and lessons learned from recent and historical humanitarian crises. Utilizing a case-based and problem-based format, students will gain and apply knowledge through critical examination of issues and development of practical solutions. **(5 credits)**

INTS 4493 Humanitarian Aid in Complex Emergencies (CP)

This course serves as one of the core requirements for the Humanitarian Assistance program. It focuses on the evolution of humanitarian actions, in the context of the international system, since World War II. Complex humanitarian emergencies (CHEs) are the focus. Themes include: disasters, conflicts and humanitarian action; the development – humanitarian interface; the political economy of conflicts and humanitarian aid; civil – military cooperation; and the impacts of humanitarian intervention on the delivery of aid. Applied anthropology serves as the “lens.” Vulnerability analysis, capacity analysis, and risk analysis are key tools. The structure and function of EWS (early warning systems), especially in the context of famine, also are key. For these purposes, CHEs are defined as situations in which large civilian populations are exposed to war or civil strife, food shortages, and/or population displacement resulting in excess morbidity and mortality. Difficulties in resource management predominate. Most CHEs pass through two stages, the emergency stage and the chronic stage (when the nature of relief shifts from emergency- to development-oriented). Apart from standard disciplines like anthropology, most of those working in this area draw their expertise from the fields of development, human rights, security, military operations, human services, and health care. **(5 credits)**

INTS 4494 Field Protocol and Survival (CP)

This course serves as a field training requirement for the Humanitarian Assistance Program. It takes place over a six-week period from mid-April through late May during the Spring Quarter each year. It prepares certificate and concentration candidates for field protocol and survival, i.e., on-site practicalities. Goals include camp operations, team training/team building, report preparation, and relief operations (through simulations). As we learned from the GSIS “country operations/Creede” and Romanian experiences in 2004 and 2005, under the rubric of humanitarian relief, needed skills (each considered a course objective) include camp logistics and security; radio communications; map interpretation and intelligence; field recovery; supply chain development; and field debriefings and documentation. Certain of these skills will be achieved through an orienteering-like activity to be conducted within the Golden Gate Canyon State Park or Mueller State Park. Other of these skills will be achieved through a camp set up within Colorado’s South Park, Lost Creek Wilderness, Buffalo Peaks Wilderness, or Lake George area, where mock recovery operations will be mounted for “lost aircraft” and “refugees.” These simulations were accomplished twice in Creede, Colorado. **(3 credits)**

INTS 4495 Civil War and International Responses I: Causes and Consequences; Prevention and Peacemaking (IP/CP)

Throughout the post-cold war period and into the 21st century, the scourge of war today is seen in mostly internal conflicts fought along ethnic, religious, ideological, or economic lines that divide societies and lead to devastating armed conflict. This course investigates the problem of contemporary civil wars. This course - Part I of a two-part sequence - explores theories, concepts, and empirical research in the analysis of contemporary civil wars and in-depth, student led evaluation of specific cases. The course covers these themes: evaluation of trends and patterns of armed conflict and war termination in the 1990s and early 2000s with a focus on methods for systematic, multi-causal conflict assessment methodologies; exploration of the processes of escalation in armed conflict and of concomitant peacemaking by international mediators; and evaluation of the concepts of "peace processes" and scrutiny of the terms of negotiated settlements in armed conflicts today. The principal learning outcomes for the course is to gain a complex and detailed understanding of the modal form of contemporary armed conflict-civil wars and concomitant international intervention by the international community (particularly the United Nations) to this form of armed conflict. Students who successfully complete the course will gain an understanding of contemporary civil wars, issues in conflict duration and processes of war termination, and introduction to the scholarly and policy-relevant literature that has developed in the last two decades related to challenges of conflict prevention and of "peacemaking" or negotiation and mediation of civil war conflicts. Please note that this course is a pre-requisite for INTS 4595: Civil War and International Responses II. **(5 credits)**

INTS 4496 Field Operations for Humanitarian Assistance (CP)

Note: This is a four-week course Images of people in distress, whether from natural disasters or man-made events, can inspire us to respond to their plight in a variety of ways – donations of money, food, clothing and blood drives; collections of medical and other equipment and even by participation as volunteers or employees of responding organizations. A multitude of international, federal and state agencies, as well as NGOs, other private groups, and well-meaning individuals often arrive at a scene with the best of intentions to assist in the humanitarian crisis, but with little personal or organizational preparation for the stunning realities of the on-scene situation. This course is designed to assist individuals as they prepare themselves and their organizations for the hazards, risks, conflicts and rewards of response to various types of humanitarian crisis events. **(2 credits)**

INTS 4497 International Campaign Management (IP)

This course will examine the principles of political campaign management and their application in a number of international political, public affairs, and human rights campaigns. It will be an introduction to the tools of political campaign management: message development, survey research, audience targeting, paid and earned communications, and organizational structure. Case studies of campaigns in countries such as Sweden, the UK, and Australia will be used as examples of these techniques. Class will be comprised of lectures, discussions and presentations by outside speakers. Efforts will be made to bring specialists and experts to the class or by teleconference. Readings may include contemporary journals, periodicals, newspaper reports, and excerpts from major studies of campaign and organizational management. **(5 credits)**

INTS 4498 Community, Networks, and Place in Health & Development (IP/CP)

The study of social conditions as determinants of health is of growing importance for both public health and human development. This course will explore how social vulnerability is created through a confluence of micro-level factors, such as individual biological features, and macro-level influences, such as community structure, social networks, and spatial location. By utilizing theories and methodologies based in anthropology, sociology, and social epidemiology, we hope to better understand the creation of and remedies for health inequalities. **(5 credits)**

INTS 4500 Social Science Methods (formerly called “Comparative Methodology”) (CP/Skills)

This course will focus on issues and techniques in *qualitative* research methodology. This is not just an abstract course about competing conceptions in the social sciences. It is an advanced course in the practical matters and issues that underpin all research activity. It will provide students with the essential basic training they will need for critically analyzing political and social science research conducted by others and, most importantly, for engaging in their own research design and prospectus and dissertation writing. For those Ph.D. students already advanced in their own research, it will allow for a critical evaluation of their own research designs and strategies. The course will cover the following topics: what is a question or ‘puzzle’ in political and social science; what makes a research project feasible?; causation and explanation in social science; causality and causal inference; the quantitative-qualitative debate; theory, concepts, operationalization and measurement ; concepts and concept formation; the comparative method; case-oriented versus variable-oriented comparisons; identifying dependent, independent and mediating variables; selecting cases and establishing an explanation; conducting case studies; problems of selection bias; the importance of skepticism & rival hypotheses; research design & the classics: Barrington Moore, Tocqueville, Skocpol. **(5 credits)**

INTS 4501 Comparative Politics: States & Societies in the 21st Century (CP)

This is a core course in the GSIS curriculum; it is designed to provide a basic foundation of knowledge in the subfield of comparative politics. The course critically explores theories, approaches, and research methods for analyzing political processes within countries and societies around the globe. The point of departure is new approaches to governance - a term that refers to how governments and societies interrelate to manage social problems in the globalized 21st Century. Why is the "inside-out" perspective of comparative politics so important in today's interdependent world? How do domestic social forces interact with political institutions and how do these interactions affect prospects for democracy, development, and conflict management? Which emerging theoretical approaches offer the most explanatory power in today's rapidly changing world? Through readings, instructor presentations, guided discussion, and multimedia curriculum resources (including an Internet-based module) the curriculum facilitates a broad overview and critical assessment of the current state of comparative politics. The course explores how cutting-edge comparative politics research offers us bedrock theoretical and methodological skills for interpreting contemporary international affairs and

for making policy prescriptions. Pedagogically, learning is encouraged through assignments and exercises designed to improve students' practical skills to interpret research findings and apply them to current events and policy concerns. Another feature is the extensive use of case studies to illustrate concepts and theory in today's most intriguing societies. The knowledge base gained in this class enables students to undertake more advanced graduate-level study in a wide range of topics such as development and international political economy, human rights, democratization, ethnic conflict, environmental politics, public policy, and contemporary problems of war and peace in deeply divided societies. **(5 credits)**

INTS 4502 Comparative Revolutions (IP/CP)

The graduate seminar in Comparative Revolutions provides an overview of the literature on the great revolutions from Marx through Skocopol and on to contemporary authors such as Keddie. In so doing it provides a critical look at the causes, courses and outcomes of the English, French, Russia, Chinese and Iranian revolutions. It also looks at some of the revolutionary failures as well to understand which theories are more capable of explaining these great revolutions. The course also shows how and why these revolutions provided pivotal changes in managing the transitions from the early modern world to the modern and even post-modern worlds. The student will come away from this course with a deeper understanding of the making of the modern and post-modern twenty-first century world in which we live. **(5 credits)**

INTS 4514 Population, Environment, and Development in Latin America (CP)

This course engages the complex and interlinked dynamics of changes in population, systems of production, and the physical environment. Navigating among scales from global to local, we will examine the interactions of the following dimensions of the population/environment/development nexus:

- trade regimes, markets, macro-economic performance;
- natural resource tenure systems (ownership, control, and management of land, water, forests, coastal resources, wildlife);
- migration and other forms of population change;
- livelihoods, especially those of socially marginalized peoples in fragile environments;
- human health; and
- natural resource stocks, in terms of both quantity and quality.

We will interrogate the distributions of wealth and power that affect control of natural resources, human well-being, and environmental sustainability. We will also investigate the multiple social and cultural meanings of “natural resources.” **(5 credits)**

INTS 4515 Political Theory and the Rise of Political Economy (PT)

This course explores the impact on political theory of the rise of political economy. The focus is on reading the main authors whose work reshaped political theory in response to the emergence of capitalism: Smith, Hegel, Marx, and Mill. The emphasis in the course is on the way in which debates over market economy begun during this period continue to shape thinking on the vital issues of political theory and the design of political institutions, issues such as: equality, inequality and poverty; the consequences of economic growth; the ethical meaning and significance of individual choice; the importance of a vibrant civil society; the implications of the liberal ideal of individual self-determination; and the debate over the role of government in securing welfare. **(5 credits)**

INTS 4516 Major Diseases of Global Health (From Pathology to Action) (CP)

As future global health practitioners and policy makers, it is imperative that we each have a complete and solid understanding of the mechanisms, physiology, epidemiology, transmission patterns, and clinical impact of the major diseases affecting global health. How and when does a person transition from simple HIV infection to full-blown AIDS? Why is dracunculiasis so readily amenable to eradication whereas filariasis is not? For what populations is co-infection with HIV and TB or HIV and malaria so critical and why? On the individual patient level, how and why do certain diseases manifest so differently in resource-poor versus resource-rich or urban versus rural settings? Who are the vulnerable populations and how does disease impact them physiologically? When and where would specific program interventions work over other programs and for whom? In this course, the student will develop an understanding of the etiology, agents, vectors, burden, and methods of detection, basic treatment complexities, and life cycles of major diseases impacting the world. Specifically, this course will detail HIV/AIDS, TB, malaria, maternal/reproductive health, some protozoa, helminthes and major parasites, chronic disease such as cancers and diabetes, and

violence/trauma. As there is no shortage of amazing and interesting diseases globally, students will learn a sound method of inquiry with which to address any disease process. Students will also apply this method directly toward program analysis, and in the development of teaching sessions for community health workers. **(3 or 5 credits)**

INTS 4521 International Development in Cross-Cultural Perspective (CP)

This course will explore politics of economic and social change from the perspectives of actors who conceive, promote, negotiate, enact, and resist development agendas within institutions ranging in scale from global to local. We will focus an anthropological lens on the meanings, values, and knowledge systems that, together with the structural positioning of these actors, give rise to particular development visions, processes, and outcomes. Themes include: multilateral and bilateral development policy and planning; interfaces among international, national, and local institutions; production and defense of places, livelihoods, and identities; governmentality, governance, and regulation; participation and empowerment; and envisioning futures. Each student's course project will focus on cultural dimensions of development within a particular geo-political area, institution, social group, or development sector. There will also be a take-home exam. Students who take the course for three credits may write a shorter paper than those taking the course for five credits. **(3 or 5 credits)**

INTS 4522 Philosophy of Social Science

This course is intended to complement INTS 4500 (Social Science Methodology) and INTS 4010 (Epistemology) and introduces students to the leading mainstream perspectives on the philosophy of social science. Special attention is given to Positivism and Post-Positivism, Post-Structuralism, Pragmatism and Scientific Realism.

INTS 4524 Introduction to Middle East and Islamic Politics (IP/CP)

This course is designed for students without a background in the politics or history of the modern Middle East. We begin with the study of colonialism and imperialism in the region, particularly in the latter half of the nineteenth and first half of the twentieth century. In this section of the course we explore the nature of political rule and government and the prevailing economic motive behind this imperial and colonial relationship. We then shift to a study of the emergence of the modern Middle East state system. It has been argued that the colonial legacy has had a lasting impact on the region, and the role that the West played, as part of its colonial ambitions, in carving out the state system of the present-day Middle East has seriously disrupted political life in the region since this time. The colonial and post-colonial experience in the Middle East also raised a number of significant debates about the economic and social impact of such strategies in the region and the extent to which this experience has altered or disrupted pre-existing socio-economic relations and patterns. These debates have, in turn, informed academic analysis of modernization and associated theories of development. The third theme of this course explores political ideologies, both secular and religious. The rise and fall of Arab nationalism such as Ba'thism and Nasserism characterized many populist regimes in the region in the 1950s and 1960s. A historical overview of this development will be explored in the context of current theories of nationalism posited by authors such as Benedict Anderson, Eric Hobsbawm and Ernest Gellner. The growth, popularization and subsequent failure of secular nationalism in the Middle East are important in terms of understanding the rise of Islamist politics in the latter decades of the twentieth century. Explaining the rise and ongoing strength of the Islamist current in many Middle Eastern/Muslim societies today will undertaken in this section of the course. The final section of this course will briefly explore the theme of democratization and its discontents in the Middle East. The focus will be on recent debates about democratization that have been promoted from outside the region as a means of combating tyranny within the region, particularly the perceived anti-democratic nature of political Islam. This section will include a review of current analysis of democratization and the argument forwarded by some theorists relating to the culture of receptivity to ideas about democracy which are largely Western in inspiration and practice. **(5 credits)**

INTS 4525 Religion & State in Comparative Perspective (PT)

This seminar course provides an introduction to the key readings, concepts and debates on religion-state relations. While the focus is on the Western political tradition we explore the case of India and the Islamic world at the end of the course. Themes such as freedom of belief, the role of religion in the public sphere and debates over the political construction, location and meaning of secularism will be examined. **(5 credits)**

INTS 4526 Modern Islamic Political Thought (PT)

This seminar course explores the key writings of Muslim thinkers who have shaped Islamic political thought during the 20th century. We begin with the writings of Jamal Eddin Al Afghani and his Egyptian disciple Muhammad Abduh. We then proceed to read from the selected writings and speeches of Hassan al-Banna (founder of the Muslim Brotherhood), Sayyid Qutb (radical Egyptian Islamist theoretician), Abul Ala Maududi (Pakistani Islamist thinker and founder of Jamaat-i Islami) and Ayatullah Ruhollah Khomeini (leader of Iran's 1979 Islamic Revolution). With time permitting we will investigate some of the writings of Islamic reformist thinkers such as Abdolkarim Soroush, Nasser Hamed Abu Zayd and Khaled Abou El Fadl. The emphasis in this course will be on understanding the historical and political context which has shaped Islamic political thought during the 20th century. **(5 credits)**

INTS 4534 Great Books on the Middle East (PT)

This course will examine key books in the study of the modern Middle East. The term “great books” does not necessarily mean “good books” but rather influential texts and authors who have shaped the study of the politics and society of this region during the 20th century. Thus, we will be reading at least 9 books (none of them recently published) that have spawned debate and controversy in the field of Middle East/Islamic studies and continue to be referenced today. We will also discuss why these books are considered “great books” as well as examine how they were reviewed in the scholarly literature and in more mainstream intellectual journals. This course is designed for students who seek a deeper grasp of the Middle East and a more refined understanding of the politics and history of this region. Previous work on the Middle East is assumed and strict course prerequisites will apply. **(5 credits)**

INTS 4536 Economics: Fundamental Knowledge with Global Applications (IPE)

This course provides an introduction to the methods used to analyze contemporary economic events by examining the global environment in which economic agents interact. We begin the course by analyzing the economic forces that determine aggregate economic production or GDP and the flow of trade and capital across countries to include the determination of interest rates and exchange rates that affect these global flows. We then turn our attention to the study of how consumers and firms make economic decisions, how markets work and how they fail, and how government public policy decisions affect individual and aggregate behavior in the global marketplace. A special feature of the course is the application of economic principles to real world problems to assist in understanding both the risks and opportunities inherent in the global economy. **(5 credits)**

INTS 4543 Religion & International Studies: The Apocalyptic Tradition (IP/CP)

The relationship between religion and international politics is an important and understudied topic. For years religion was, at best, a handmaiden to international relations as scholars focused on state actors only. Since 9/11 this has changed in dramatic fashion because of the rise of radical Islam, the importance of the religious right in the United States and its role in Middle East politics, and a growing awareness of how religion can divide populations within states and in many regions of the world. This course begins with and evaluation of the thousand year history of religious conflict before 1648 when faith and international politics were inseparable. We will study the struggles between Islam and Christianity as well as "heresy" in both of these religions which led to events like the Protestant Reformation. Using new books in the field, we will explore the role of religion in politics from the eighteenth to the twentieth centuries and conclude with readings on such topics as suicide bombing, shifting religious values, demographics, and projections on how religion will shape international politics in the 21st century. **(5 credits)**

INTS 4549 Practical Tools for Microfinance (IPE/Skills)

Prerequisite: *INTS 4339 Microfinance*

Note: *Introduction to Microfinance is a prerequisite unless the student has sufficient background in microfinance or financial management as determined by the professor. This is a six-week course.*

This course builds on the topics in An Introduction to Microfinance and explores the practical aspects of managing a microfinance institution or program. Lending and savings products entail certain financial risks, especially when they are provided at large scale to thousands of customers. Microfinance institutions (or MFIs) need to manage the credit and financial risks that are part of that business. Successful MFIs develop well-designed tools for monitoring delinquency, avoiding fraud, managing credit risk, and for identifying the financial risks of new credit and savings products. In addition, good MFIs have basic financial management principles and tools to ensure the financial viability of the entire microfinance institution. This six-week class will use MFI case studies to highlight examples of the financial risks MFIs face (e.g. delinquency, credit risk,

fraud risk, cash flow risk) and the practical tools they use to identify and manage these risks. We will spend the first half of each class on the case study, and the second half on the financial implications of these risks, the financial principles involved, and how the tools work. Students will gain a better understanding of financial statements and analysis, credit risk, and the key principles of financial management. **(3 credits)**

INTS 4555 Professional Communications (IP/Skills)

This course is designed to help graduate students improve their ability to communicate professionally in a variety of formats, with a wide range of audiences, for a variety of purposes, and to manage through communications. The course will balance theory (lectures and readings in communication theory) and application (case studies). Since professionals are expected to display an understanding of organization, style, and grammar, the course will also focus on improving writing skills with assignments on different elements of the communication process. **(5 credits)**

INTS 4557 Cross Cultural Communications (IP/Skills)

This course is designed to prepare graduate students for careers as international professionals by focusing on the cultural factors that influence communication as well as the rules that proscribe and prescribe behavior. The course will emphasize culture and explore how culture both influences and reflects communication dynamics. Culture is understood to incorporate regional background, values, world views, and associated thought processes; religion, gender and social perception; language and nonverbal communication, among other elements. Each student will select a country and conduct research on the culture, as well as the communication conventions, practices, standards, core metaphors, terms, cultural premises, and meaning systems. Students are expected to demonstrate a critical and informed awareness of cultural content and identity, as well as relational and procedural issues in their country through class presentations, discussions, and a long paper. The rationale for the course is that, in the current environment, cross-cultural (or intercultural) communication is inevitable. Without an understanding of the cultural communication imperatives, it is very difficult, if not impossible, to understand, work with, manage, or influence individuals from another culture. The course will involve theory and proven models, but will primarily focus on practical applications and case studies. We will explore how culture both influences and reflects communication dynamics, how to communicate effectively across cultures or in a multicultural environment, and how to manage and resolve cross-cultural conflicts. **(5 credits)**

INTS 4566 Globalization and Sustainable Development: The Case of Coffee and Chocolate (IP/CP)

In recent years, the issue of sustainable development has received considerable attention from academia, governments, and international organizations. Of particular concern are countries that are heavily dependent on the export of commodities. Can sustainable development be achieved by such countries? The course will be divided into three parts. In the first, we shall cover the basic concepts and seek to answer such questions as: 1) how have the coffee and cocoa commodity chains been shaped by globalization? 2) What has been the role of key actors --producers, local traders, governments, and multinational corporations -- in shaping production and consumption patterns over time? In the second part we shall consider three basic forces that have shaped the commodity chains – the state and its policies, culture and consumption patterns, and entrepreneurs and technology. Here the questions are: 1) How have the policies of producing and consuming states affected the commodity chains? 2) How have changes in consumption patterns reflected in the growth of Starbucks influenced the situation in developing countries? 3) How have external technologies such as transportation and communication technologies as well as internal technologies such as instant coffee changed the chains? In the third part we shall focus explicitly on two dimensions of sustainable development – the environmental and the socio-economic. We shall seek to answer such questions as 1) To what extent are contemporary patterns damaging the environment? 2) What is condition of producers and how have these changed over time? 3) How effective are fair trade and other campaigns designed to promote sustainable development? **(5 credits)**

INTS 4567 Democratization in Africa: Between Liberation and Consolidation (IP/CP)

Since the end of the Cold War, most African countries today have undergone difficult and challenging transitions from post-liberation one-party states to processes of multiparty democracy and electoral competition. The implications of democracy and human security and human development are far from clear, and there is no presumption of a linear pathway of the consolidation of democracy; indeed, the challenges of election-related violence (as in Kenya) or new autocracy (as in Zimbabwe) raise deep challenges of democracy's consolidation. So, too, the challenges of human development in resource-rich states seems

problematic for democracy when elites have access to rent and revenue that makes them arguably less accountable to the broader population. This course critically explores democratization in Africa and the contemporary challenges in many diverse contexts, from longstanding democratic polities such as Botswana to tested democratic processes in war-torn countries such as the Democratic Republic of Congo. This course explores democratization – the means and methods by which countries in recent years have moved from a non-democratic to democratic regime type. What theories, concepts, and methods should be used to understand democracy and democratization in today’s complex, multiethnic societies and rapidly urbanizing countries of Africa? Topics include: theories and methods for assessing transitions from authoritarian rule; case studies in democracy and democratization in Africa that have made often turbulent and sometimes violent transitions; institutional and procedural options for improving the viability, quality, and sustainability of democracy in countries where the conditions favorable for a pluralistic society are distinctly absent; special problems of democracy in multiethnic and post-war societies, where democratization is pursued as a method of conflict management; and methods of international promotion of democracy in African contexts through norms, conditionality, and development aid for improving political governance. **(5 credits)**

INTS 4575 Systems Thinking for the Social Scientist (IP/Skills)

Note: This course can be taken for three credits without a final project or for five credits with a final project

The purpose of this course is to introduce students to systems thinking as an approach for understanding and analyzing real-world issues. In addition to introducing the basic principles of systems thinking, questions that will be addressed include: Why do systems behave the way they do? Why do systems resist change and often end up getting worse when we try to change them? How do you find points of leverage within a system? The course will use examples drawn from a range of issues across the field of international studies. In doing so, it will illustrate how a systems perspective can allow you to see parallels between seemingly disparate issues. The course will introduce both qualitative and quantitative approaches for analyzing systems, and discuss the benefits and limitations of each. Quantitative, computer-based modeling will be used in the course, but no background is required. **(3 or 5 credits)**

INTS 4576 Seminar: Community Based Research (IP/CP/Skills)

This course will offer a weekly seminar in methods for community-based research in health, development, population, and humanitarian assistance. The course is intended as a preparation for development, population, and humanitarian assistance. The course is intended as preparation for students preparing for our community-based research partnerships in Delhi, Nairobi, Jerusalem, and Iquitos, Peru but it is open to all students preparing to go into the field. The course will focus on practical methods for gathering quantitative and qualitative data at the individual, household, village/neighborhood, facility, and total community level including “windshield observation”, key informant surveys, household surveys, and gathering of secondary data from census and other government and non-government sources. Methods of data collection will include Geographic Positioning System (GPS), facility/provider surveys, community governance/needs assessments, and knowledge-attitude-practice (KAP) behavioral surveys. Topics of particular emphasis will include maternal and child health (MCH), water and sanitation (WASH), and primary health care (PHC). Students will learn to design, revise, collect, enter, and analyze basic surveys using Excel and the Stata statistical software package. The final project for the course will include a community “desktop assessment” document and a plan for further data acquisition and analysis for your focus community. **(5 credits)**

INTS 4601 – International Futures, Global Change, and Development (IPE, CP)

This course will explore the role that the environment plays in determining human well-being. It will introduce the student to different conceptions of human well-being and environmental services, and look at how frameworks are being developed and used to extend and structure our understanding of the relationship between the two. The implications of this increasing understanding will be explored in the context of current scientific and policy debates. **(5 credit hrs)**

INTS 4583 Data Information Management

INTS 4591 Advanced Fundraising Workshop (IPE/Skills)

This course will compliment INTS 4391, in which an overview of non-profit fundraising – along with financial management – is given. In this course, we will take an in-depth look at the major methods of non-profit fundraising, namely, annual giving, special events, corporate fundraising, grant writing, major gifts, and planned giving. The teaching methodology to be employed will be that each 3-hour class session will, in effect, be an intense workshop on a specific fundraising topic. During each class session, a fundraising professional from the community, who is actively engaged in the particular fundraising activity being discussed, will join the professor in leading the workshop. It is also planned that specific assistance will be given to an actual non-profit organization in the design and implementation of a comprehensive fundraising program through the course. Course pre-requisite: Due to the advanced nature of this course, enrollment is limited to those who have already been introduced to the major methods of fundraising either through the previous completion of INTS 4391, the concurrent enrollment in INTS 4391, or previous fundraising experience or educational pursuit in the fundraising field that is judged by the professor to be sufficient to be an active participant in this course. **(3 credits)**

INTS 4595 Civil Wars and International Responses II: Post-War Peace Building (IP/CP)

Prerequisite: INTS 4494 Civil Wars and International Responses I

Today, civil wars constitute the principal, realized threat to international security (measured in lives lost). This advanced-level graduate seminar - part II of a two-part sequence-critically explores the problems to international peace and security posed by contemporary civil wars and the efforts of international- primarily, United Nations-"peace building" missions to implement negotiated settlements aimed at sustainably ending such wars and preventing their recurrence. The concept of peace building seeks to capture the complex, multidimensional task of implementing the terms of settlements to end war, preventing the recurrence of war, and addressing the deep-seated causes of social conflict and deep divisions that gave rise to protracted armed conflict in the first place. Furthermore, the notion of peace building has been augmented by the concept of state building, which implies that the principal strategic objective of external efforts is to help develop and create legitimate, capable states that are able to realize the provision of security and human development and to manage future social conflict through nonviolent bargaining processes and institutions. The scope of the course includes the analysis of theories, concepts and empirical research in the analysis of post-war international interventions in civil wars and in-depth, student led evaluation of specific cases. **(5 credits)**.

INTS 4610 Social & Population Movements (MDP Course)

This course builds on pre-MDP basic skills in Demography and Statistics. It also relies on case studies that the cohort will relate to directly in Kenya, India, and Bangladesh. It addresses the plight of particularly vulnerable displaced populations, dynamic rural-urban flows and hazards, extreme poverty eradication, and political and environmental forces affecting the movement of people. (4 credit hrs)

INTS 4611 Relief to Development Gap (MDP course)

What are the different agenda and foci of humanitarian assistance, emergency relief, and longer term strategies for just and sustainable development? What are the particular needs of countries and populations emerging from inter-state conflict, dirty wars, human rights abuses, and failed statehood? This course addresses these questions from diverse disciplines, including professional psychology, international studies, comparative politics, and anthropology **(Class will be for 3 to 5 credits)**

INTS 4613 Strategic Peace Building (MDP course)

This course is designed to assist in fostering better understanding and exploration as to the extent which outsiders in the international community can effectively engage in promotion of peace in areas where “insiders” are dealing with deep and recurring conflict. The scope of the course involves analysis of theories, concepts, and research in analysis of international intervention. (4 credit hrs)

INTS 4615 Development Project Evaluation (MDP course)

This course is designed to assist in fostering better understanding and exploration as to the extent which outsiders in the international community can effectively engage in promotion of peace in areas where “insiders” are dealing with deep and recurring conflict. The scope of the course involves analysis of theories, concepts, and research in analysis of international intervention. (4 credit hrs)

INTS 4616 Ethics, Education, and Change (MDP course)

This course builds on initial questions posed in a pre-MDP workshop on moral imagination and transformational education. It calls on the cohort to devise and test its own plans for passing on MDP and MDG-related education. Co-taught by instructors of the College of Education and the School of International Studies, this course challenges the cohort to create and design concrete means for interactive pedagogy and globally viable interactive technology. In short, what can the cohort do to enhance the potential of global classroom pathways of learning? And what can each MDP candidate do to ensure his or her role as an educating change agent *(Class will be for 3 to 5 credits)*

INTS 4617 Developmental Diplomacy (MDP course)

This course builds on initial questions posed in a pre-MDP workshop on moral imagination and transformational education. It calls on the cohort to devise and test its own plans for passing on MDP and MDG-related education. Co-taught by instructors of the College of Education and the School of International Studies, this course challenges the cohort to create and design concrete means for interactive pedagogy and globally viable interactive technology. In short, what can the cohort do to enhance the potential of global classroom pathways of learning? And what can each MDP candidate do to ensure his or her role as an educating change agent *(Class will be for 3 to 5 credits)*

INTS 4700 U.S. Foreign Policy (IP/CP)

The course provides a factual overview and an opportunity to evaluate theories and concepts associated with the practice of American foreign policy since World War II. We will spend some time examining the Cold War period, and then focus on several critical issues, considering arguments over what the U.S. should do in light of recent incidents (such as Sept. 11th) as well as how U.S. options are constrained by the political and institutional context of foreign policy-making. **(5 credits)**

INTS 4701 U.S. National Security Policy (IP/CP)

The course will focus on both domestic and global factors that affect U.S. national security and policy processes. We will examine critically the DOD budget as policy, engaging in a quarter-long simulation and study of policy alternatives facing the U.S. Specific issues we'll explore will include: defense decision-making; wars on terrorism, drugs, and other transnational criminal activities; engagement, containment, and intervention as alternative national security policies; human security and humanitarian intervention; intelligence and national security; national security and economy; and the modalities of civilian control of the military in a period of increasing threats that stem in particular from increasing globalization. **(5 credits)**

INTS 4702 Major Issues in Security (IP/CP)

This course provides a broad overview of how international security is studied and pursued, identifying the concerns and perspectives that drive contending views of security policy. It will have two parts: Part I (weeks 1-5) will introduce students to the field of security studies, as it has evolved since its inception following World War II. Part II (weeks 6-10) will examine some of the critical events and issues that form the background of Sept. 11th, toward the end of considering strategies for enhancing international security. **(3 or 5 credits)**

INTS 4703 Security and Strategy: Classics (IP/CP)

To learn to cope with dynamic, complex security environments, this course considers classic and modern expressions of political-military strategy. Part I focuses on understanding classics from Asia and Europe and relating them to modern contexts. We explore three enduring works from influential strategists: Sun Tzu, Niccolò Machiavelli, and Carl von Clausewitz. In Part II, we shift toward modern cases of terrorism and insurgency. We will use these contexts of strategy to understand contemporary security issues and complex threats relating to governance, failed states, international norms, globalization, and other important domestic and international aspects. In the final seminar, we discuss asymmetric strategies in the contemporary security environment. **(5 credits)**

INTS 4704 Globalization and Security

This course evaluates connections between the global political economy and security, looking particularly at how security has been shaped over the past few decades by changes in the world economy. We will begin by examining how international relations scholars have historically viewed the connections between the economy and security. Next, the course will focus on how globalization has altered those theoretical models and

changed current conceptions of international security. These “new” theoretical models will be analyzed in the context of contemporary threats to international security, including the emergence of new powerful states, the rise of non-state threats, the proliferation of nuclear technologies, and the dissemination of information and people across international borders.

INTS 4706 Topics: Organization & Group Dynamics (IP/CP)

This is a course in the social psychology of groups and organizations. Its purpose is not primarily to familiarize students with theories about groups, but to help them develop skills useful for careers that involve participating in groups and working in organizations. In the course, we explore the kinds of interactions and human experiences typical in organizations and groups, how those interactions and experiences can facilitate achieving collective ends, and how they can impede accomplishing those ends. We will consider the hidden dimensions of group life, the roots of group and organizational failure, the development of organizational identity, and the ethics of organizational behavior. Special emphasis will be placed on the prospects for creativity in group and organizational experience. **(5 credits)**

INTS 4708 Topics: Democracy, Development & Security

This course is designed to introduce students to a wide array of contentious political issues that can both fuel and reduce the likelihood of conflict within a state. While security concerns arise in many different situations, in this course we will examine conflict in the context of development and state building processes. In developing and fragile states, a key concern for policy makers and security personnel is to design counterinsurgency (COIN) and stimulus programs aimed at reducing conflict. This class analyzes the variety of strategies that have been attempted, focusing specifically on their theoretical foundations and the evidence available for assessing their success or failure. Topics in the course include hearts and minds COIN, the effects of elections and constitution building on security, and how external international actors change a state’s security environment. The course has two primary objectives. First, students will better understand the highly complex web that represents the political economy of security in developing nations. Second, students will become familiar with the empirical and qualitative evidence linking development strategies to decreases (or, in some cases, increases) in conflict.

INTS 4708: Topics: Social and Environmental Impact Assessment

This course covers the theoretical concepts, design, and application of an Environmental Impact Assessment (EIA). EIA is a tool to identify potential impacts from public policies and projects on the physical environment and the resulting effects on the social and economic well-being of communities. Communities with a strong reliance on declining natural resources need to diversify their economic options in order to grow and prosper. Balancing local socio-economic, political, and ecological priorities can be particularly challenging when undergoing this diversification process. EIA can be a key planning tool for practitioners in the development field to balance these concerns. Properly utilized, EIA can contribute to poverty alleviation, employment creation, and improved economic development while at the same time safeguarding the environment. This course will cover EIA laws and regulations, a thorough study of each step of an EIA and review actual EIAs from both urban and rural settings. These case studies will illustrate the process and importance of consulting with people in each step of the assessment, and discuss political and social factors of the EIA. As part of this course, students will use their knowledge to develop an EIA on a topic of their choice. After completing this course, students will not only be prepared to produce an EIA, but also be cognizant of how local realities affect an EIA in different countries and communities.

INTS 4708 Topics: Democracy, Statebuilding & Fragile States

Policy makers in fragile, underdeveloped, and conflict-ridden states must devise strategies to develop sustainable economies, reduce conflict, and establish political traditions where related institutions are, at best, highly fragmented and unstable. In cases where these strategies fail, conflict may emerge or be exacerbated. In other cases, development policies are entirely ineffective or lead to perverse economic outcomes. When strategies succeed, states emerge from conflict and political institutions stick. The strategy of building states to achieve this success has changed significantly over the last few decades, shifting from a process based on economic and political reform to one based on a form of social contract theory in which legitimacy through the delivery of social services is central. The first part of this course examines the historical changes in state building processes and the impact each has had on a variety of outcomes (e.g. conflict, poverty, human rights). The remainder of the course is dedicated to examining contemporary state building and the variety of issues policy makers face in consolidating political institutions. Topics include establishing the rule of law, a

viable police force, anti-corruption measures, and democratic elections. Students taking this course will expand their understanding of state building and will be asked to provide an in-depth analytical assessment of current U.S. development policies.

INTS 4709 Topics: Advanced Financial Management Workshop

Working and especially becoming a leader in the non-profit sector, demands a thorough understanding of financial management. This course is designed to provide executive directors, program managers, members of the board of directors and other nonprofit employees (non accountants) an understanding of financial statements, budgets and IRS issues. Topics include accounting principles and process, budget, cash flow, cost accounting, decision making and analyzing financial statements. Following conceptual orientations to these topics, emphasis will be placed on practical “how-to’s” and skill building in these processes and methods common to non-profit organizations of all sizes.

INTS 4709: Topics: Participatory Planning and Decision Support Systems

Stakeholder participation in community projects is an accepted practice in the development field. However, making a process truly participatory is easier said than done especially under time and financial constraints. Luckily, new instruments and tools with a strong focus on interaction, communication, and participation are available to support these processes. This course introduces students to a wide range of planning and participatory techniques and tools. We will discuss the ethical and practical foundations of participatory planning methods as they relate to participatory action planning, capacity building, community participation, cultural awareness, local knowledge, and local and indigenous intellectual property rights. The class offers hands-on experience and training for some of the most important tools. In each class session, we will introduce a new tool and discuss its application. As the class progresses, we will move from low-tech methods that can be used in any remote community setting to high-tech instruments such as Geographic Information Systems (GIS), and web based technologies developed by the United Nations, NASA and others. Properly utilized, these tools can speed up and improve the quality of the participatory phases of planning processes. After completing the class, students will have gained an appreciation of a wide variety of participatory methods and acquired a set of tools with practical application in the field.

INTS 4710: Topics: The Politics of Human Rights Advocacy: NGOs in Action

This course investigates the strategies, priorities, and decision-making of human rights advocacy groups. Since 1960, newly-formed non-governmental organizations (NGOs) have struggled with complex questions about the role they should play in human rights protection. With a multitude of missions that range from emergency relief and aid provision to monitoring and reporting abuse, human rights NGOs constitute a diverse landscape of actors that are often at odds with one another, despite operating under the same umbrella and in defense of common principles. Through an examination of many of the world’s most prominent human rights organizations, including the Red Cross, Doctors without Borders, Amnesty International, Human Rights Watch, and the Save Darfur Coalition, this course takes seriously the dynamics within and between these groups. By dissecting their distinct approaches to advocacy, the class engages with hotly contested debates in human rights, such as issues of witnessing and neutrality, shaming and blaming tactics, and the use of force to protect civilians. The origins of each organization, their methods, the content of their campaigns, and their interactions provide the rich backdrop against which the debates play out.

INTS 4710 Topics: Globalization and Crime

This course will explore the policy issues raised by international economic crime, a phenomenon that has mushroomed with globalization and now accounts by some estimates for one-fifth by value of all international commerce. To assess the part played by economic liberalization in the increase of crime, readings will focus attention on the political, technological and economic factors that encourage criminal activity and on the direct and indirect economic costs of activities such as identity theft and counterfeiting; mislabeling and trade in illicit goods; political corruption; money-laundering; and securities and accounting fraud. The class will discuss issues posing definitional challenges to policymakers, such as currency and commodity speculation, re-export, grey marketing and state sponsorship of organized crime. The class will also look at policy options available when state-supported criminal economic activity is deemed to violate preemptory norms, create a substantial domestic effect, or constitute an act of war. The course will examine self-help programs such as due-diligence and know-your-customer rules as well as statutory regimes such as the U.S. Foreign Corrupt Practices Act, and the movement toward transparency and uniform financial standards. (5 credits)

INTS 4710 Topics: Hegel & Heidegger (Theory): Liberal and Fascist Visions of the State (PT)

Focusing on Hegel's Philosophy of Right, this course will investigate Hegel's defense of equal liberty, abolitionism, and subtle, complex theory of a modern state in the framework of world history. It will contrast this theory and its quite radical implications with Martin Heidegger's Being and Time, a striking analysis of Being towards Death (it will compare the role of dying and negation in Heidegger and Hegel) and how his theory leads to fascism. We will think about whether there is a political philosophy associated with fascism and how Heidegger's argument fits in with modern political philosophy in general. **(5 credits)**

INTS 4710-2 Topics: Diplomacy in the 21st Century**INTS 4710: Human Rights and Mass Media**

This course explores the effect of graphic imagery of suffering on the viewer and its impact on our notions of human rights and human dignity. Dating back to the turn of the 20th century and coinciding with advances in photographic technology, images of brutality and carnage have motivated viewers to speak up and act out, as well as flip the channel, recoil, and withdraw. With an historical presentation, this course lays out a narrative of human rights and mass media, anchored by major global events of the past hundred years that have been shaped by their visual representation: terror in the Belgian Congo, liberation of Nazi camps, starvation in Biafra, the My Lai massacre, famine in Ethiopia, the revelation of genocide in Bosnia, torture at Abu Ghraib prison, and YouTube's role in the Arab Spring. These cases examine the interaction between the public and mass media coverage of human rights abuse, with specific attention paid to the role of imagery in the constitution of this relationship. In the context of debates about "compassion fatigue" and the audience's uneven reactions to "the pain of others," the course revolves around the question of the public response to graphic imagery of suffering, when it happens, what form it takes, and what effect it has on human rights protection.

INTS 4711 Topics: Citizens in Representative Democracies - A Study of Comparative Political Behavior (PT)

This is the first of two research courses, designed to introduce research methods and approaches that prepare the cohort for eight-week applied study and field research in Guatemala and Vietnam. Building off of pre-MDP skills of statistics, demography, and GPS/GIS remote sensing, this course enables students to ground development decisions in reliable data and analysis. **(5 credits)**

INTS 4715 Problems & Challenges of Democratization (PT)

In this course we will cover from the political science perspective topics such as the transition to democracy, consolidation of democracies, how and why democracy has spread around the world and the debates on the virtues and perils of democracy and on the nature and quality of the resulting representative democracies. We will focus on the major explanatory factors for democratization: the case study/actor-centric approach, the statistical/structure-centric approach, and the region-centric approach. Additionally, we will study many of the features and quality of the many new democracies in topics such as the functioning of political representation and accountability, institutional design and institutional functioning, political disaffection, democratic support and institutionalization of the party systems, political and social participation and the level of social capital. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focus upon the Southern, Eastern European, and Latin American cases and the time frame is concentrated to the so-called "Third Wave of Democratization" that it started with the Greek and Portuguese transition during mid-1970s. **(5 credits)**

INTS 4730 Intro to Homeland Security and Defense: Issues (IP/CP)

This course introduces students to a wide range of issues shaping the emerging global and domestic security environments and the homeland security efforts of local, state, federal, international, public and private sectors. In the increasingly complex threat/hazard environment of the 21st century, security depends on the integration of social, political, economic, technological, intelligence, military, public health, and first responder strategies at all levels of society and the international community to address the full range of natural and human caused threats. Upon completion of this course, students will have examined homeland security efforts of the United States, other nations, nongovernmental organizations and the private sector. Students are encouraged to focus and share their individual studies in this course on either security (terrorism) or non-

security (natural & technical hazards) concerns in support of their academic and professional goals. **(5 credits)**

INTS 4731 Homeland Security: Prevention and Mitigation (IP/CP)

This course examines local, state, national, international public and private sector efforts to prevent terrorism and mitigate all-hazards within the context of the evolving homeland security and defense structures. This course provides a brief overview of homeland security, defense and intelligence as a context for examining three aspects of prevention and mitigation. The first aspect of HLS/D prevention and mitigation examined is current efforts to identify, prioritize and protect critical infrastructure and key resources. The second aspect is an examination of the ends, ways and means of processes of both terrorism and counter/anti-terrorism. This course concludes with an examination of strategic options to address the root causes of terrorism, extremism, insurgency and instability through political, economic, diplomatic, cultural, and informational engagement. Students are encouraged to focus and share their individual studies in this course on either security (terrorism) or non-security (natural & technical hazards) in support of their academic and professional goals. **(5 credits)**

INTS 4734 Homeland Security, Civil Society; Human Rights

This course is designed to combine the perspectives of the security, development and human rights students into a single conversation regarding the meaning, role, purpose and foundational logic of US Homeland Security policy as a response to the threat of global terrorism. To that end, students will not only come away with a better understanding of what Homeland Security currently is understood to be, but how it fits in wider understandings of security, civil liberties and fundamental human rights. Particular emphasis will be placed on where the logic of security, liberties and rights are in conflict or at least require balancing in regards to the threat posed by terrorism as well as how understandings of the threat shape those conflicts and impact efforts to create an acceptable balance. All of this serves as an intellectual lab of sorts for understanding the broader trade-offs between the rights of individuals, the establishment of societal norms and standards and the definition and provision of security. At the conclusion of this course, successful students will understand the relationship between security, civil liberties and human rights in the context of the threat of terrorism, have a fundamental understanding of the nature of homeland security in concept and operation and its legal, informational and political implications, have assessed the challenges of balancing freedom with security, liberty with control and the rights of the individual vs. the responsibilities of the state.

INTS 4735 Security and Defense Analysis Methods (IP/CP)

The purpose of this overview course in defense analysis methods is to provide students with the foundations to successfully conduct research and analysis in defense-related topics, whether within the national security community, in academia, or as a contractor. This course should also help prepare the student to complete his or her Master's thesis. The course aims to improve the student's ability to comprehend and assess the graduate-level readings assigned in other courses, and to write research papers and complete other written assignments for those courses. The course is intended to provide take-away skills that can be applied to professional activities after graduation: in particular, students should have greater confidence in their abilities to locate, read, commission, design, or conduct relevant research, and to draft research proposals. INTS 4735 focuses on methods employed in both policy analysis and the social sciences. The emphasis is on qualitative rather than quantitative methods. **(5 credits)**

INTS 4736 Strategic Intelligence Data Collection & Analysis (IP/CP)

This specialized course focuses on analytical production of strategic intelligence particularly relative to international security issues. Topics include definitions and problems of intelligence analysis; planning and organizing; collection strategies; various analytical areas; and production and evaluation. This course is intended for both potential producers and consumers of strategic intelligence. **(5 credits)**

INTS 4739 Security and Defense Analysis Methods Advanced (IP/CP)

This course is designed to cover key elements of social science methods in evidence-based policy, including quantitative and qualitative techniques and expert opinion to build facts and findings from context-free and context-rich environments. Among the topics covered: content analysis, survey and interviews, case study, ethics and research. Prerequisite: INTS 4735-Security and Defense Analysis Methods. **(5 credits)**

INTS 4742 International Weapons Proliferation and Weapons of Mass Destruction (IP/CP)

This course explores the worldwide proliferation of weapons and military hardware. Special attention is given to weapons of mass destruction including fundamental principles of weapons development and deployment; unique characteristics and effects of nuclear, biological, and chemical weapons; and delivery systems. Capabilities and strategies to counter this international problem are developed. **(5 credits)**

INTS 4750 Issues in Policy Making (IP/CP/Skills)

In this course we explore various parts of the process governments use to make public policies and some of the inputs into them. We will also use the concept of problem framing or problem definition as an overarching theme. The question we will ask throughout the course is how policy problems and solutions could be framed differently, how we can learn to look outside the conceptual box those partisans to policy debates try to draw for us. This theme will form the core of the written assignments as well as the class discussions. Students will relate this theme to policy issues of their own choosing in the papers they write. **(3 or 5 credits)**

INTS 4751-European Foreign & Defense Policy (IP)

The focus of this course is on foreign and defense policies in and outside of the European Union (EU) from the Atlantic to the Urals. European security in an increasingly globalized world deals not only with defense issues, but also with economics, human rights, and questions of identity. We will focus on Germany, Russia, France, the UK and Italy, underscoring both bilateral and multilateral associations with other European states and the US in the EU, NATO, OSCE, Council of Europe, and the UN. **(5 credit hrs)**

INTS 4753 Intelligence & National Security (IP/CP)

This course introduces the concept, applications, and dynamics of international intelligence and security services within the context of national and international security affairs. The philosophy of the course entails a curriculum and instruction methodology, which treats the content with a theoretical to practical approach. The course analyzes the relevant background and underpinnings of international intelligence and security services. Special focus is given to past, present, and future issues of covert action and counterintelligence. The intelligence and policy relationship will be examined, as well as, the intelligence influence on the formulation and implementation of national security policy. The focus of the course will center on international intelligence and security services within the strategic level and context of national and international security. The course identifies primary principles underlining strategic international intelligence and security services. Fundamental terms and maxims are identified, thus providing students with an advanced background, vocabulary, and conceptual knowledge. Moreover, the course develops a framework for thinking about various current aspects of international intelligence and security services. Finally, several themes run through the course curriculum: 1) the nature of the international intelligence and security services within a spectrum of national and international security issues, 2) mastering the theoretical and operational framework of international intelligence and security services within the context of national and international security, especially in context of past, current and future security policy, 3) the role of international intelligence and security services within the national security policy community, and 4) the dynamics of international intelligence and security services within the national and international security apparatus and the environment, in which, policy and strategy formulation occurs. This course consists of a number of instructional methods, including lecture, discussions, case studies, group exercises, guest speakers, writing and briefing exercises, and analytical and problem-solving situations. **(5 credits)**

INTS 4760 Russian Foreign & Defense Policy (IP/CP)

This course will explore Russian foreign and defense policy from Vladimir Lenin to Vladimir Putin. It will focus heavily on security policy and wars, especially in the contemporary period. But, it will also look significantly at foreign policy and the earlier period as well. Topics included are: Russian Revolutions and Civil War; Soviet Foreign and Defense Policy in the Interwar Period; The Red Army in the Great Patriotic War; Foreign & Defense Policies Under Khrushchev and Brezhnev; The Gorbachev Era and the War in Afghanistan; Yeltsin's Foreign & Defense Policies; The War in Chechnya; and the Future of Russia: Putin and Afterward; Russia After Sept. 11th. **(5 credits)**

INTS 4820 Ancient Political Theory (PT)

Greek political thought traces the origins of philosophy in the decline and death of Athenian democracy, the role of war between Athens and Sparta in nurturing political corruption - a lack of respect for a common good - and bloody conflict between democrats and aristocrats in the Greek world, and the trial and death of Socrates. We will explore analogies between the continuing murderousness of today's international politics and the repression of civil and political liberties that accompanies it (what I call anti-democratic feedback). We will see how the Greek way of studying politics - with attention to a common good, not the illusion of seeking "value-freedom" - casts light on how we might better study international and comparative politics. We will read gripping dialogues, but we will have an eye to what we may learn from them about today. We will read Plato's Apology, Crito, Meno, Republic and a portion of the Laws, Thucydides, History of the Peloponnesian War, and Aristotle's Politics. **(5 credits)**

INTS 4821 Early Modern Political Theory (PT)

This course seeks to provide an historical introduction to Western political thought in the early modern and Enlightenment eras. More particularly, we will focus on the development of "modernity" in the sixteenth and seventeenth centuries and the development of social contract theory in the seventeenth and eighteenth centuries. In addition, there will be somewhat more emphasis on international relations than is typical in political science courses of a similar nature. No previous background in political theory (or international relations) is assumed. **(5 credits)**

INTS 4851 Theories of Non-Violence (PT)

This course will explore what a fair-minded conversation would be like between serious opponents of injustice who advocate at least ultimately violent movements and those who advocate nonviolence. We will focus on Martin Luther King and Mahatma Gandhi but also study the marvelous conversation between Franz Fanon and Barbara Deming (Deming does a very interesting internal critique of Franon, suggesting that what he hopes to achieve by violence one can achieve by mass militant nonviolence without some of the harms which he sees as necessarily arising from violence). We will also study the way modern social science starting in Max Weber's definition of the state as a legitimate monopoly of the means of violence in preparation for war ignores or excludes non-violence and how Hannah Arendt's On Violence strikingly challenges this theme, but does not, in social science or international studies, lead to a different direction. In contrast to conventional discussions of international and American politics, however, we will also consider today's international politics and ask whether American policies of war, the use of depleted uranium in the Middle East and with devastating effects on our own soldiers, and global warming are survivable by humanity and for how long? Is a study of international or domestic politics which by its formulation makes nonviolence as afterthought or outlier- for instance, Obama's emphasis on negotiations is an important move in the right direction, but he is still pursuing and even escalating war in Afghanistan and Pakistan – able to deal with this real situation? The course will strikingly articulate the promise of nonviolence. **(3, 4, or 5 credits)**

INTS 4852 Theories of Non Violence Part II (PT)

This course will deepen the conversation between violent and nonviolent responses to injustice reading for example David Reynolds' John Brown and Henry Meier biography of William Lloyd Garrison, and Laurent Dubois' and CLR James' books on the Haitian Revolution (considering whether there was any possibility of nonviolent resistance at that time), discussing the writings of Desmond Tutu on the Truth and Reconciliation Commission in South Africa and the notion of healing from the most violent society and conflict, studying Jonathan Kozol's The Shame of America: the reapartheidization of American Schools (assessing this setback to King's movement and how it might be reversed), and examining nonviolent communication. We will also read works by Thich Nat Hanh, Marshall Rosenberg, and Daniel Berrigan. **(5 credits)**

INTS 4875: Human Rights & Foreign Policy (IP/CP)

This course examines the role of human rights calculations in the formation of foreign policy. Given the traditional conception of international relations as a domain of narrow material self-interest, the emergence of human rights as a foreign policy priority raises critical questions about the impact of this normative agenda on the preferences of diplomats and heads of state. The substance of this course is framed theoretically and presented historically, focusing on many of the most complex issues confronting policymakers, including multilateralism vs. unilateralism, humanitarian intervention and just war, genocide and mass atrocities, and engaging rogue state behavior. Special attention is paid to the human rights movements and grassroots campaigns that have demonstrated an ability to influence the elite art of statecraft. Cases and events that

constitute the weekly structure of the course highlight the interaction of human rights and foreign policy concretely in the context of major flash points of the past thirty years: apartheid South Africa, Tiananmen Square, Somalia, Bosnia, Rwanda, Kosovo, Iraq, Darfur, and Libya.

INTS 4900 International Politics (PT)

This course is designed as an introduction to International Relations for MA and PhD students. It explores major concepts and key research approaches throughout the field and how these issues have evolved in the discipline. Students will be expected to think and write critically about the fundamental tenets in International Relations and about how various schools of thought have approached similar problems. Topics of discussion include: levels of analysis, realism, international institutions, sovereignty, rationality, bargaining between units, strategic interaction, hierarchy, anarchy, networks, and international norms. **(5 credits)**

INTS 4905 War and Peace (IP/CP)

An intermediate course which examines the historical relationship of war to politics, such as the military profession, military organizations, economics of defense planning, limited use of force, demobilization, war reconstruction, military rule, and civilian control. Current world trends toward democratization will focus attention on the issue of creating a democratic army for a democratic state. Readings cover western industrialized, communist, post-communist, and 3rd world countries. **(5 credits)**

INTS 4906 Classics of International Theory (PT)

This course looks at the treatment of international relations in the Western tradition of political theory, ranging back to Thucydides and Aristotle and up to Michael Walzer and John Rawls. It is intended to appeal to three overlapping sets of students: 1) those interested primarily in political theory who are looking for a more explicit focus on international relations (which is typically marginalized in standard theory courses); 2) those interested primarily in international relations who are looking for a theoretical approach to the field that explicitly addresses broader political questions (in contrast to the emphasis on the differences between anarchic and hierarchic politics that dominates the academic study of IR); 3) students with a humanistic orientation to international studies and those seeking greater breadth in their grasp of the discipline (which is dominated by social scientific and policy perspectives). The course may be used to satisfy either a political theory or an advanced international politics requirement in all MA programs. **(5 credits)**

INTS 4907 International Terrorism (IP/CP)

This course will examine the literature on international terrorism both before and after 9/11. It will include an overview of the origins, history, goals, strategies, and capabilities of significant terrorist groups (emphasizing Al Qaeda). It will also examine the history of the U.S.' efforts in international efforts to combat terror, focusing on post 9/11 debates over grand strategy and tactics (e.g., the relationship between offense and defense, active vs. passive defenses, intelligence reform, multilateralism vs. unilateralism), the relationship between "rogue states" and terror, etc. **(5 credits)**

INTS 4920 Conflict Resolution (IP/CP)

Conflict is ever-present in human relations and often viewed as an important, indeed essential, instrument of social change and progress. The meaning of conflict resolution adopted in this course is focused on non-violent mechanisms, spanning formal and informal interactions and bargaining between disputants. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries: nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. How do parties make promises and commitments, offer rewards and threaten punishments through discussion and debate that together determine the conditions for a negotiated outcome? How do communication style and negotiation tactics produce successful settlement of disputes? By the end of the course, students should be able to: *understand* the role of power, grievance, culture, and identity in relation to conflict and conflict resolution in various environments; *analyze* the effects of different conflict resolution approaches—principled bargaining, rational choice, dialogue, ARIA and collective consciousness—related to the process and outcome of conflict encounters; and *apply* practical fundamentals of negotiation and particular problem-solving techniques in a real-world setting. Course assignments include short essays and a role-play simulation on the Israeli-Palestinian dispute. **(5 credits)**

INTS 4928 Topics in International Law (IP/CP)

Note: This is an intensive 5-week, 3 credit course beginning mid-way through the quarter following the end of INTS 4933 International Law Part II.

Topics in International Law is a continuation of International Law I and International Law II, however, International Law I and II are not prerequisites for this course. This “Topics” Seminar course will cover “hot” topics presently being discussed in the International Law community of scholars and practitioners such as torture, child soldiers, private military companies, and other topics selected by the students. Because this course will be conducted as a seminar, enrollment will be limited to no more than 15 graduate students. In addition to the weekly readings and discussion of those readings, students will be expected to pick a particular topic in current International Law and report on it. There will also be guest lecturers invited from within and without the DU community. An essay will constitute the grade for this seminar. **(3 credits)**

INTS 4931 International Organizations (IP/CP)

This course is designed to introduce students to major issues in the study of international organization, both theoretical approaches and policy questions. In terms of institutions, while some attention will be given to regional and non-governmental organizations, the focus will be on global organizations and particularly the United Nations System. **(5 credits)**

INTS 4934 Intervention: Policies and Practices - Shaping the Global Order

Note: This course is typically offered in winter quarter only

The United States, as the sole superpower, is called upon frequently to respond to international causes and to deploy military forces around the world. What is the pattern of American intervention in the post-Cold War era? What doctrines define where, when and how the U.S. responds to crises? What is the role of Humanitarian Intervention? What consequences follow from U.S. policy? In this course, we examine theories and policies of American intervention drawing case analysis from Latin America (Panama, Haiti), Africa (Somalia, Rwanda), Europe (ex-Yugoslavia), and the Islamic world (Saudi Arabia, Afghanistan, and Iraq) to understand how intervention strategy is shaping the new global order. A central question through the course is whether America has intervened in appropriate places, at appropriate times, in appropriate ways. These issues set the parameters for exploring and analyzing recent and ongoing American intervention in this course. The general goal is for students to become acquainted with current American Intervention policies and practice. This includes understanding the logic of intervention choices, evaluating the tension between domestic and international needs and wants, appraising unintended consequences of intervention acts, and analyzing intervention strategy and techniques. **(5 credits)**

INTS 4935 International Humanitarian Law of Armed Conflict (IP/CP)

This course is a theoretical and practical introduction to international humanitarian law (IHL/LOAC). IHL is known by many other names such as “humanitarian law,” “law of conflict,” and “laws of war.” All these terms refer to the rules regarding the treatment of civilians and non-combatants in areas of armed conflict and the rules of engagement for soldiers and combatants in both international and non-international (civil war) conflicts. The course also examines what constitutes legitimate and forbidden military targets and munitions. We will look closely at the 1949 Geneva Conventions, the two 1977 Protocols, and Customary International Humanitarian Law. These “rules” are especially important to know if you eventually work for an IO, NGO, or government agency that finds itself in areas of armed conflict. **(5 credits)**

INTS 4936 International Law and Human Rights (IP/CP)

The course is structured to provide a foundation for international human rights law. Appropriate institutions, substantive norms, and procedures will be studied. The focus is primarily on the United Nations—pertinent treaties, the machinery and the procedure of invoking the law including international, regional and human rights tribunal. Topics will include: State, individual and corporate liability; torture; personal security and liberty; freedom from discrimination; genocide, war crimes and crimes against humanity; criminal and civil procedural rights; freedom of conscience, expression and religion; freedom of assembly and association; right to marriage; right to vote; and economic, social and cultural rights. **(5 credits)**

INTS 4937 Human Rights & the International Refugee System (IP/CP)

This course is intended to provide specific information on refugees and internally displaced persons (IDPs), defined both from international (esp. African, Central American, Balkan, South-Central Asian) and U.S. perspectives, within the context of human rights research and advocacy. It is not exclusively a course on human rights. Refugee/IDP issues are addressed from psycho-social, cultural, ecological, socio-economic, political, and (to a lesser extent) legal points of view. While greater attention is paid to human rights than to immigration theories, approximately equal attention is paid to "nuts-and-bolts" immigration/resettlement issues, development and aid, adjustment/mental health processes, torture/victimization issues, and advocacy. Strategies associated with "pragmatic humanitarianism" are featured. **(5 credits)**

INTS 4939 Human Rights: Genocide (IP/CP)

In 1994 the world witnessed one of the most horrifying events in history, the genocide in Rwanda. In three months' time, 800,000 people were slaughtered and some old and new questions about genocide became front page news. Most chilling were the mass participation of ordinary Hutus-Rwanda's willing executioners- and the use of primitive weapons like machetes to accomplish genocidal goals in ninety days. This course will take you into the heart of darkness (to use Conrad's famous phrase). In the scholarly battles over the fate of the Armenians, Jews, Cambodians, Ukrainians, Chinese, and, yes, Native Americans, we attempt to answer a simply question which is WHY? The answer is complex and we will use books, articles, and film to do so. All students will be required to write a twenty-page essay based on course material. This is the only assignment. **(5 credits)**

INTS 4940 Introduction to Human Rights (IP/CP)

To assess contemporary human rights debates, this course introduces students to the main historical human rights perspectives -- as understood throughout history by its chief adherents, and as represented by major legal documents. It also highlights the contradictions within human rights projects, contradictions that can also be reflected in human rights discourse and international law. **(5 credits)**

INTS 4941 Human Rights & International Organizations (IP/CP)

This course is designed to explore the role of international organizations in the promotion and protection of human rights. We will examine the institutional arrangements and activities in the human rights arena of the United Nations and other global organizations, of regional intergovernmental organizations and of international non-governmental organizations. We will also look at the role of governments, particularly of the United States, in shaping the nature and impact of international human rights efforts **(5 credits)**

INTS 4947-Human Rights and International Security (IP/CP)

This course introduces the concepts of human rights and security, and contending claims about their relationship. We will examine debates in cold war and post cold war contexts. We will also consider issues prominent in the post 9-11 era; national security rationales for torture, restrictions on civil liberties, and intensified surveillance. **(5 credit hrs)**

INTS 4954 Human Rights Research & Writing Seminar (IP/CP)

The purpose of this seminar is to acquaint graduate students with both academic and policy-relevant research and writing strategies. It is considered a "skills" course, and is offered for three credits during the autumn and spring quarters. Students will conduct research on a topic of significance within the field of human rights, with the objective of gaining experience in:

- Selecting a topic and determining the parameters of research
- Identifying and accessing appropriate sources of information
- Using on-line tools (library searches, databases, Endnote, etc.) effectively
- Producing a piece of scholarly work that is of publishable quality

The topic of this course changes quarterly. Students will be expected to choose a sub-topic related to human rights issues in China, and to compose an analytical essay and corresponding annotated bibliography of pertinent sources. The final composition will be edited minimally and published in JKSSIS's widely read on-line *Human Rights and Human Welfare Digest*. This digest is intended to serve as a resource for policymakers, nonprofit organizations, and human rights advocates, presenting concise and reliable information that is both informative and accessible. **(3 credits)**

INTS 4955 Int'l Human Rights Law Practicum (IP/CP)

Prerequisite: INTS 4945 (or equivalent experience; must have professor approval)

Note: Course runs over two consecutive quarters

This *Clinical Practicum* program is available to JKSSIS, Law and GSSW students each academic term, including summer sessions. Students can enroll in this *practicum* for **3 or 5** hour credits. Practicum students will work on actual human rights issues or projects. The primary focus of the practicum is on converting human rights violations into *cases* that can be advocated using the *rule of law*. Students in the usual instance will be expected to research and write 3-part Advocacy Reports on particular human rights violations -- (1) a factual narrative about the violation, (2) an identification of the domestic and international human rights law that can be used to challenge the violation and (3) a recommendation as to what can and should be done, using the law, to ameliorate or stop the violation. Ideally, students will go overseas to do fact-finding research, and/or begin to implement, in concert with local human rights organizations or activists on the ground, the recommendation in their Report for tackling the violation. Students who have taken INTS 4945 (the substantive course in International Human Rights Law & Advocacy) may enroll in INTS 4955. Students who have *not* taken that course may nonetheless take the practicum if (a) they have relevant academic or vocational experience in international human rights issues, and (b) have interviewed with and received permission from the professor to enroll. Students who sign up for 3 hours credit are obliged to provide at least 100 hours of effort to the Clinic; those who sign up for 5 hours are required to log at least 150 hours. Students may choose practicum subject areas. **(3 or 5 credits)**

INTS 4964 Political Risk Analysis (IP/CP)

Note: This is a six-week course

This course investigates sources of political risk to foreign direct and other investments in a world characterized by increasing financial interdependence through global flows of capital, especially risk associated with political instability or uncertainty in countries featuring emerging markets or transitional economies. The course also considers ways political risk can be understood and evaluated, potentially minimized, and managed. With rapidly growing international trade, capital movements, and information capabilities in today's new global economy, management of foreign direct investment risk and other foreign exposure is entering new, untested terrain. The era of globalization contains significant opportunities and perils for those with a stake in investment abroad. Students must attend all course sessions. For 3 credits, students submit 3 ten page papers (due every other week) and for 5 credits they must submit 5 ten page papers (due every other week). In addition, there will be a required group project and presentation by all students. **(3 credits)**

INTS 4966 Applied Field Methods (IP/CP/Skills)

This graduate-level course focuses on the practicalities of conducting actual field research, while providing a foundation derived from both theory and experience. Framing paradigms (e.g., post-positivism) and guiding constructs (e.g., poverty) are noted. Among the meta-methods and basic methods covered are ethnography, needs assessment, key informant interviewing, participant observation, focus group administration, surveying and questionnaire use, rapid rural appraisal, time-budget analysis, and participatory action research. Sampling strategies also are covered, as are ways to develop rapport and gain successful entrée to the field. Ethical considerations are emphasized. Slides and videos serve as teaching aides. "What works" is key. **(3 or 5 credits)**

INTS 4987 Contemporary Slavery & Human Trafficking (IP/CP)

There are 23-27 million slaves worldwide, 600,000 to 800,000 persons trafficked across international borders each year. There are 14,000 to 17, 500 people trafficked into the United States each year and there are an estimated 40,000 slaves in the U.S. Eighty percent of the victims worldwide are women and up to 50% are children. Human trafficking generates an estimated \$7-10 billion each year, second only to illegal drug trafficking. In the U.S., 46% of persons trafficked are in the sex slave trade, 27% in domestic services, 10% in agriculture, 5% in sweatshops and factories, and 4% in the hotel industry. While the world has rid itself, with one exception, of chattel slavery, contract slavery and debt bondage slavery have never disappeared and are found in the four corners of the world and right in our own cities, bedroom communities, and fields. This course will look at the complex reasons that give rise to this explosion in human trafficking and forced labor. We will study the problems from an interdisciplinary perspective – law, international theory, and economics – and look at possible solutions. The course will include training and certification from the Colorado Regional Community Policing Institute and work with the DU Program on International Disaster

Psychology. The course is also tied in with the DU Task Force on Modern Slavery and Human Trafficking and papers produced in the course will be published and distributed. **(5 credits)**

INTS 4989 North American Defense and Security

This course will challenge students to analyze the evolving North American Defense and Security environment since 1945 and propose a strategic vision for enhanced cooperation between Canada, Mexico and the U.S. in the future. This course is divided into four sections – focus on the history of the Canada-U.S. defense and security relationship between World War II and before 9/11. It will examine established CANUS defense cooperation mechanisms including the Permanent Joint Board on Defence (PJBC), Military Cooperation Committee (MCC) and North American Aerospace Defense Command (NORAD). The second section will concentrate on the terror attacks of 9/11 and their aftermath as well as lessons learned that dramatically changed the North American Defense and Security environment. Issues discussed will include the standup of United States Northern Command (USNORTHCOM), formation of the Department of Homeland Security (DHS), restructuring of Public Safety Canada (PS), and the formation of the Bi-National Planning Group (BPG) between Canada and the United States. The third part of this course will focus on the present and analyze the current defense and security relationships between Canada, Mexico and the U.S. Issues that will be discussed include: Security and Prosperity Partnership (March 2005), NORAD Renewal (May 2006) and current issues such as Pandemic Influenza, Defense support to Civil Authorities, Hurricane and Fire Season, Immigration/Militarizing the Borders, Merida Initiative, Haiti Earthquake disaster relief and Vancouver Olympics 2010. The final part of the course will focus on the future and examine possible scenarios for enhanced cooperation between Canada, Mexico and the U.S. The majority of the student's grade will be based on a research paper analyzing a specific issue in North American Defense and Security.

INTS 5895 Prospectus Workshop (PhD only)

PhD Required for Post-Comp Exam Students

Note: This is a Pass-Fail Course

This course considers the following issues: How to select your dissertation topic; how to develop your argument; how to write a prospectus; how to cultivate a dissertation stage peer group that will help you throughout your career; how to prepare a dissertation grant proposal; how to participate in a conference; how to write a conference paper; how to publish in journals; how to build professional networks; how to prepare for a job interview; how to prepare a book proposal; how to approach publishers. (Students must register for 0-5 credit hours. This course is open to all PhD students at any point during their time at the Korbel School – students are required to take the course as part of their PhD program. Space is limited).

INTS 5896 PhD Dissertation Workshop (PhD only)

PhD Highly Recommended for all Post-Prospectus PhD Students

The purpose of the Dissertation Workshop is to help students with an accepted prospectus to make progress on their dissertation. In addition to allowing/requiring students to present work in progress on a regular basis, it will address issues of general concern that arise in the process of working on a dissertation. The course will be taught in two sections, running over the entire academic year. Students will be asked for their preference between instructors. They will be assigned, however, by the PhD Directors (Martin Rhodes and Jack Donnelly) to create two groups equally in size. The standard format for the Workshop will be 90 minute sessions devoted to an intensive discussion of a chapter draft by a single student. The instructor, in addition to leading the discussion, will provide detailed written comments on the draft. Each student will present twice over the course of the year. The course is **HIGHLY RECOMMENDED** to all PhD students with an approved prospectus. Students may register for **0 -5 hrs of credit**. Students may register for the hours once he/she has an accepted prospectus on file in the Office of Student Affairs. The course will be graded "Pass/Fail". This course must be registered for internally in the office of Student Affairs (as is the case for Independent Studies, Internships, and Dissertation Research Credits).